Institutional Assessment: Different Methods
Office of Institutional Research and Assessment (OIRA)

Key Question

What makes assessment methods different?

Current APR Expectations

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLOs)</th>
<th>Operational Outcomes (OPOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outcome (observable knowledge, skill, attitude or behavior for student group)</td>
<td>1. Outcome (service or process with expected beneficiary and intended impact)</td>
</tr>
<tr>
<td>2. Assessment Methods (two ways to measure)</td>
<td>2. Assessment Method (one way to measure)</td>
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<tr>
<td>3. Assessment Targets (expected results)</td>
<td>3. Assessment Target (expected results)</td>
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<td>4. Data Collected (actual results)</td>
<td>4. Data Collected (actual results)</td>
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<td>5. Use of Results (changes made)</td>
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</tbody>
</table>
Assessment Scenario #1:
Written Communication Skills

Method A
- Student essays from a junior-level course
- Rubric with 3 criteria
  - accurate/appropriate content
  - clear/organized writing
  - grammar/punctuation
- Student scores from clear/organized writing criterion only

Method B
- Student essays from senior-level course
- Same rubric with same criteria
  - accurate/appropriate content
  - clear/organized writing
  - grammar/punctuation
- Student scores from same clear/organized writing criterion only

Method A = Method B?
Method A ≠ Method B?

Assessment Scenario #2:
Content Knowledge

Method A
- Final comprehensive exam from a senior-level course
- Designated questions on the exam that deal with the material covered in the first half of the semester
- Student percent correct for those 20 designated questions

Method B
- Final comprehensive exam from a senior-level course
- Designated questions on the exam that deal with the material covered in the second half of the semester
- Student percent correct for those 10 designated questions

Method A = Method B?
Method A ≠ Method B?
Assessment Scenario #2: Content Knowledge

Method A
- Final comprehensive exam from a senior-level course
- Designated questions on the exam that deal with the material covered in the first half of the semester
- Student percent correct for those 20 designated questions

Method B
- Final comprehensive exam from a senior-level course
- Designated questions on the exam that deal with the material covered in the second half of the semester
- Student percent correct for those 10 designated questions

Method A = Method B?
Method A ≠ Method B?

Assessment Scenario #3: Research Skills

Method A
- Oral presentation on research project
- Focus on research skills
- Rubric with 4 criteria
  - Speaking skills
  - Research skills
  - Content accuracy
  - Research application
- Overall student scores from rubric

Method B
- Oral presentation on research project
- Focus on research application
- Rubric with 4 criteria
  - Speaking skills
  - Research skills
  - Content accuracy
  - Research application
- Overall student scores from rubric

Method A = Method B?
Method A ≠ Method B?
Assessment Scenario #3: Research Skills

Method A
- Oral presentation on research project
- Focus on research skills
- Rubric with 4 criteria
  - Speaking skills
  - Research skills
  - Content accuracy
  - Research application
- Student scores from research skills criterion only

Method B
- Oral presentation on research project
- Focus on research application
- Rubric with 4 criteria
  - Speaking skills
  - Research skills
  - Content accuracy
  - Research application
- Student scores from research application criterion only

DIFFERENT CRITERIA

Method A = Method B?
Method A ≠ Method B?

Assessment Scenario #4: Content Knowledge

Method A
- Student research paper from senior-level course
- Rubric on accuracy and completeness of paper content
- Student scores from rubric

Method B
- Comprehensive final exam from same course
  - Designated objective questions on the exam on the specific content area
  - Student percent correct for those designated questions

Method A = Method B?
Method A ≠ Method B?
Different Assessment Methods

- Involve different content
- Focus on different criteria
- Occur at different times
- Use different tools

Result in Different Data Sets

Key Question

What makes assessment methods different?

More Questions?

Visit the OIRA website. (Search OIRA from the UAH Website. Click on Assessment then Resources.)

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