


Institutional Assessment:
Different Methods

Office of Institutional Research and Assessment (OIRA)



THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE

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Key Question

What makes assessment methods different?

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Current APR Expectations

Student Learning Outcomes (SLOs)	Operational Outcomes (OPOs)
1. Outcome (observable knowledge, skill, attitude or behavior for student group)	1. Outcome (service or process with expected beneficiary and intended impact)
2. Assessment Methods (two ways to measure)	2. Assessment Method (one way to measure)
3. Assessment Targets (expected results)	3. Assessment Target (expected results)
4. Data Collected (actual results)	4. Data Collected (actual results)
5. Use of Results (changes made)	5. Use of Results (changes made)

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**Assessment Scenario #1:
Written Communication Skills**

<p>Method A</p> <ul style="list-style-type: none"> • Student essays from a junior-level course • Rubric with 3 criteria <ul style="list-style-type: none"> • accurate/appropriate content • clear/organized writing • grammar/punctuation • Student scores from clear/organized writing criterion only 	<p>Method B</p> <ul style="list-style-type: none"> • Student essays from senior-level course • Same rubric with same criteria <ul style="list-style-type: none"> • accurate/appropriate content • clear/organized writing • grammar/punctuation • Student scores from same clear/organized writing criterion only
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Method A = Method B?
Method A ≠ Method B?

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**Assessment Scenario #1:
Written Communication Skills**

<p>Method A</p> <ul style="list-style-type: none"> • Student essays from a junior-level course • Rubric with 3 criteria <ul style="list-style-type: none"> • accurate/appropriate content • clear/organized writing • grammar/punctuation • Student scores from clear/organized writing criterion only 	<p>Method B</p> <ul style="list-style-type: none"> • Student essays from senior-level course • Same rubric with same criteria <ul style="list-style-type: none"> • accurate/appropriate content • clear/organized writing • grammar/punctuation • Student scores from same clear/organized writing criterion only
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Method A = Method B?
Method A ≠ Method B?

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**Assessment Scenario #2:
Content Knowledge**

<p>Method A</p> <ul style="list-style-type: none"> • 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 	<p>Method B</p> <ul style="list-style-type: none"> • 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
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Method A = Method B?
Method A ≠ Method B?

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Assessment Scenario #2: Content Knowledge

<p>Method A</p> <ul style="list-style-type: none"> • 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 	<p>Method B</p> <ul style="list-style-type: none"> • 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
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DIFFERENT CONTENT

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

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Assessment Scenario #3: Research Skills

<p>Method A</p> <ul style="list-style-type: none"> • Oral presentation on research project • Focus on research skills • Rubric with 4 criteria <ul style="list-style-type: none"> • Speaking skills • Research skills • Content accuracy • Research application • Overall student scores from rubric 	<p>Method B</p> <ul style="list-style-type: none"> • Oral presentation on research project • Focus on research application • Rubric with 4 criteria <ul style="list-style-type: none"> • Speaking skills • Research skills • Content accuracy • Research application • Overall student scores from rubric
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Method A = Method B?
Method A ≠ Method B?

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Assessment Scenario #3: Research Skills

<p>Method A</p> <ul style="list-style-type: none"> • Oral presentation on research project • Focus on research skills • Rubric with 4 criteria <ul style="list-style-type: none"> • Speaking skills • Research skills • Content accuracy • Research application • Overall student scores from rubric 	<p>Method B</p> <ul style="list-style-type: none"> • Oral presentation on research project • Focus on research application • Rubric with 4 criteria <ul style="list-style-type: none"> • Speaking skills • Research skills • Content accuracy • Research application • Overall student scores from rubric
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Method A = Method B?
Method A ≠ Method B?

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Assessment Scenario #3: Research Skills

<p>Method A</p> <ul style="list-style-type: none"> • Oral presentation on research project • Focus on research skills • Rubric with 4 criteria <ul style="list-style-type: none"> • Speaking skills • Research skills • Content accuracy • Research application • Student scores from research skills criterion only 	<p>Method B</p> <ul style="list-style-type: none"> • Oral presentation on research project • Focus on research application • Rubric with 4 criteria <ul style="list-style-type: none"> • Speaking skills • Research skills • Content accuracy • Research application • Student scores from research application criterion only
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DIFFERENT CRITERIA

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

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Assessment Scenario #4: Content Knowledge

<p>Method A</p> <ul style="list-style-type: none"> • Student research paper from senior-level course • Rubric on accuracy and completeness of paper content • Student scores from rubric 	<p>Method B</p> <ul style="list-style-type: none"> • Comprehensive final exam from same course • Designated objective questions on the exam on the specific content area • Student percent correct for those designated questions
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Method A = Method B?
Method A ≠ Method B?

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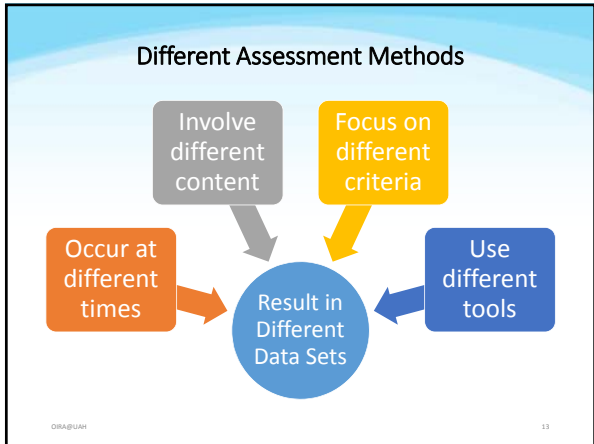
Assessment Scenario #4: Content Knowledge

<p>Method A</p> <ul style="list-style-type: none"> • Student research paper from senior-level course • Rubric on accuracy and completeness of paper content • Student scores from rubric 	<p>Method B</p> <ul style="list-style-type: none"> • Comprehensive final exam from same course • Designated objective questions on the exam on the specific content area • Student percent correct for those designated questions
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DIFFERENT TOOL

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

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Key Question

What makes assessment methods different?

More Questions?

Visit the OIRA website. (Search OIRA from the UAH Website. Click on Assessment then Resources.)
Contact Ginny Cockerill at gdc0004@uah.edu or x. 6254.

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