

Learning Outcome Assessment Methods



Council for the
Advancement of
Standards in Higher Education

Direct vs. Indirect

Indirect Methods

Any process employed to gather data which **asks subjects to reflect** upon their knowledge, behaviors, or thought processes.

In the workshop, I learned to be an effective leader:

Agree | Neutral | Disagree



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Direct Methods

Any process employed to gather data which **requires subjects to display** their knowledge, behavior, or thought processes.

Describe three characteristics of effective leadership.

Testing Instruments



- Use of pre-created instruments to measure particular traits or domains
- Examples: Myers-Briggs Type Indicator, Moral Development Inventory, Collegiate Learning Assessment (CLA), Measurement of Academic Proficiency and Progress (MAPP)
- Participants are given score and compared to normative data
- Can be useful if measuring a specific area



Portfolio

- Way of documenting progression towards goals
- Can be electronic or paper
- Used for a variety of learning outcomes
- Provides opportunity for reflection by student
- Allows for feedback from staff/faculty/students
- Can serve as an archive



Ratings of Skills

- Teacher/advisor/supervisor rates skills of student
- Could be part of formal evaluation process
- Helpful to have criteria for ratings



Interviews

- Used to obtain detailed information and allow for direct follow-up
- Can be in person or on the phone
- Can gather rich data
- Need to develop trust with interviewee
- Can be expensive and time consuming
- Takes a great deal of time to transcribe notes and analyze data



Focus Groups

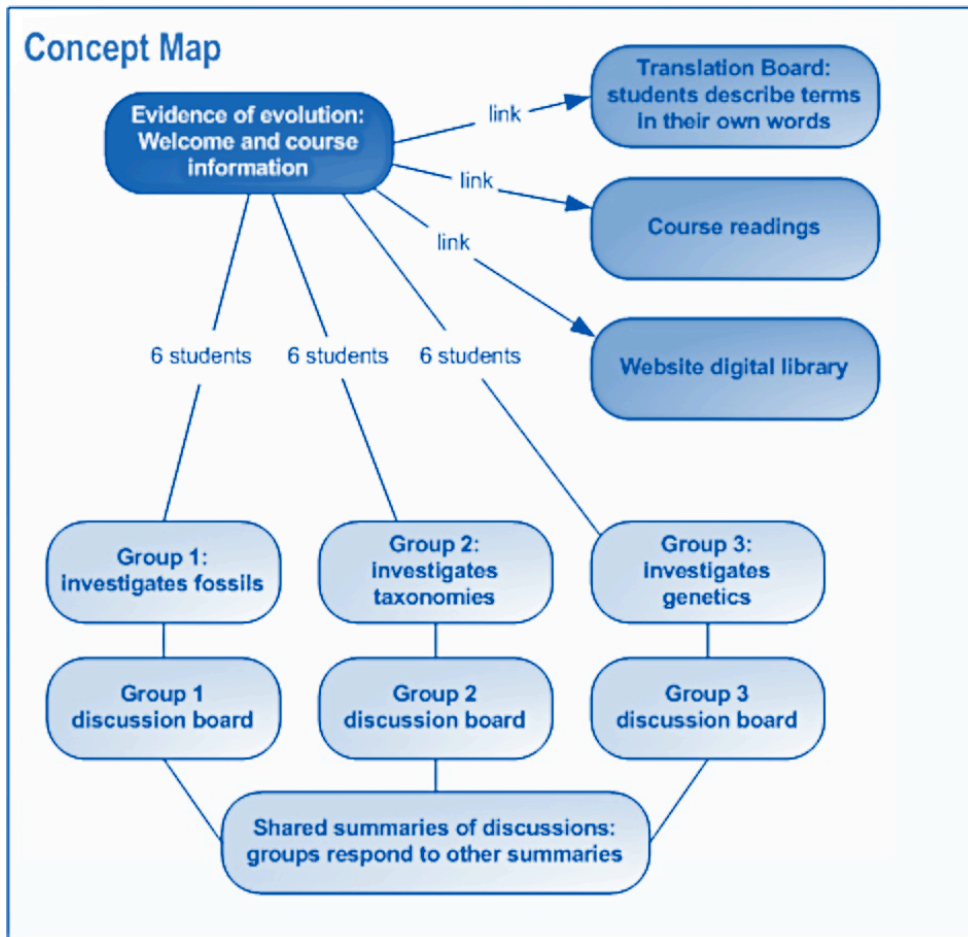
- Can be done in person or online
- Allow for direct follow-up
- Need to develop trust between moderator and participants
- Provide depth of answers, but lack breadth
- Can be time consuming to collect and analyze data



Observation

- Used to gather qualitative data in an unobtrusive way
- Need ongoing access to group you want to collect data from
- May take great deal of time to transcribe notes and analyze data

Concept Map



- Used to demonstrate relationships and connections
- Can demonstrate critical thinking skills
- Allows user to be creative


Quasi-Experiments

- Seek to control variables by assessment design
- Can give confident results when implemented
- Can be resource intensive
- Not used often in education
- Pre-post test is most popular design



Question 7



Can you describe your fraternity/sorority standards?

 Graph

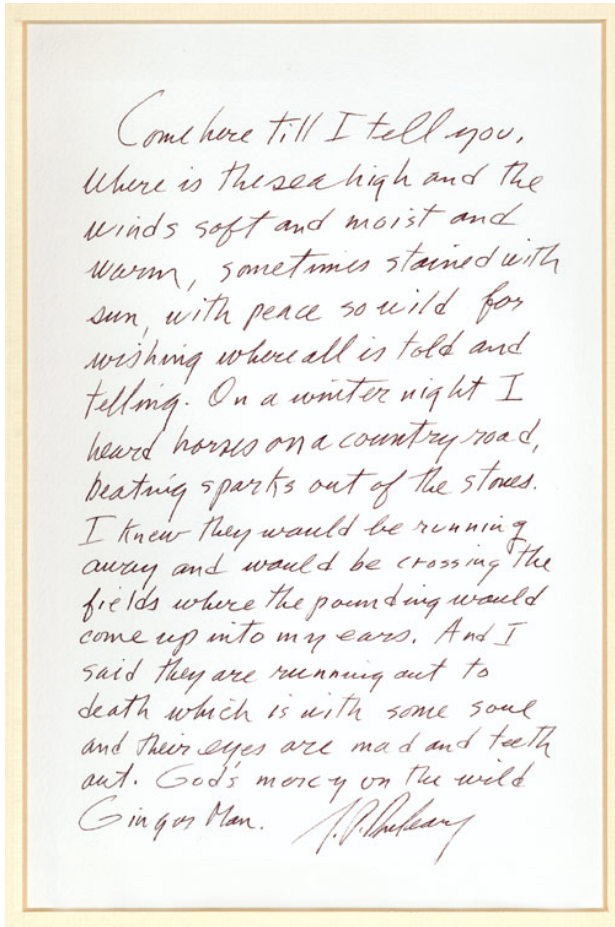
	Mean	Difference	Std Dev	N	Top 2	Bottom 2	Rank
NPHC New Member Retreat Rubric Post-test	3.06	-0.79*	1.20	17	41.18%	23.53%	
NPHC New Member Retreat Rubric Pre-test	2.27	---	1.08	26	11.54%	50.00%	

2.10 2.34 2.58 2.82 3.06

* Indicates statistical significance, $p < .05$

	 NPHC New Member Retreat Rubric Post-test	 NPHC New Member Retreat Rubric Pre-test
Beginner (Awareness or base level knowledge): Can't articulate the values to self or others	17.65%	34.62%
Transition (From novice to intermediate)	5.88%	15.38%
Intermediate (Apply the concept somewhat): Can recite the values, but lacks ability to define in own words	35.29%	38.46%
Transition (From intermediate to advanced)	35.29%	11.54%
Advanced (Intentional and effective application): Can clearly explain the values in own words to others	5.88%	0.00%
<i>Total Respondents</i>	17	26

Narrative/Journaling



- Allows student to reflect on experience
- Can be analyzed using a rubric or content analysis
- Demonstrates writing skills, critical thinking skills, and can also provide insight into other types of learning
- Need to consider intent for student and intent for assessment

Tips for Capturing Reflections

- Open-ended questions
- Provide a prompt
- Tell them in advance
- Allow time
- Provide a suggested length
- Don't worry about spelling and grammar
- Go back to the outcome!

Submissions

 Green Leadership Certificate

Completed 8 of 15 ▲

My Curriculums

Completion Requirements: 15 core items must be completed

Downloads

Co-Curricular Transcrip

Curriculum Item Completion Details ✕

LDP Green - Congruence Journal

Completion Date



Please discuss how your experience has helped you learn more about the concept of congruence in your life and how you interact with your environment.

Note: Submission cannot exceed 4000 characters (including spaces).

Reflection *(required)*

The Personal Branding congruence workshop discussed how to use your "personal brand" to achieve the goals that we set, build community, and lead others. We discussed how to improve our own personal brands, both in the real world and in the online world with social networking; and making sure we are representing ourselves and our values in a positive manor.

Optimism, trustworthiness, ambition, honesty, and selflessness are all values that are important to me. I look for these values in others, along with other important values such as reliability, commitment. These values influence my role as a person, student, and leader; because I try to be consistent, and keep these values and the kind of person I want to be in mind, regardless of the situation I am in. I do not disregard my values as a student when I am out of the classroom because those values are also important to me as a person outside of the classroom. As a leader, your core values should not vary based on your surroundings, because you are not only a leader, sometimes, a true leader is always a leader.

[Details](#) | [Mark Incomplete](#) LDP Green - Community Service *Core: Required*[Details](#) | [Mark Complete](#)

Surveys and Quizzes

- Can be paper or electronic
- Used to collect data from many people quickly and easily
- Options:
 - Multiple choice
 - True/False
 - Scenarios
 - Fill in the blank
 - Short answer
- ✓ Fill-in the blank questions provide best evidence of learning
- ✓ Be careful with true/false and multiple choice – otherwise you risk assessing test taking skills instead of learning!
- ✓ Can be used in pre/post setting (taking focus off of perception)



Connect ID: 1034 

Question

Which of the following accomplishments does Thomas Jefferson have engraved on his tombstone (select all that apply)?

24 characters remaining

Type:Single
Response**Multiple
Choice**Open
Response

Author of the Declaration of Independence

9 characters remaining

Author of the statute for religious freedom

7 characters remaining

Author of the Constitution of the United States

3 characters remaining

Father of the University of Virginia

14 characters remaining

None of the above

*Cancel**Save*

Rubrics

- Set of criteria to judge student demonstration of learning
- Completed by rater or learner
- Can be holistic or component
- Can be an effective assessment tool, but underutilized

AAC&U Creative Thinking Value Rubric

Creative thinking is both the capacity to experience of thinking, reacting, and working thinking, and risk taking. Reprinted [or Excerpted] with permission from Using Rubrics, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

	1 - Benchmark	2 - Milestone	3 - Milestone	4 - Capstone
<p>Acquiring Competencies</p> <p><i>This step refers to acquiring strategies and skills within a particular domain.</i></p>	<p>●</p> <ul style="list-style-type: none"> Model: Successfully reproduces an appropriate exemplar. 	<p>●</p> <ul style="list-style-type: none"> Adapt: Successfully adapts an appropriate exemplar to his/her own specifications. 	<p>●</p> <ul style="list-style-type: none"> Create: Creates an entirely new object, solution or idea that is appropriate to the domain. 	<p>●</p> <ul style="list-style-type: none"> Reflect: Evaluates creative process and product using domain-appropriate criteria.
<p>Taking Risks</p> <p><i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e., going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i></p>	<p>●</p> <ul style="list-style-type: none"> Stays strictly within the guidelines of the assignment. 	<p>●</p> <ul style="list-style-type: none"> Considers new directions or approaches without going beyond the guidelines of the assignment. 	<p>●</p> <ul style="list-style-type: none"> Incorporates new directions or approaches to the assignment in the final product. 	<p>●</p> <ul style="list-style-type: none"> Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.
<p>Solving Problems</p>	<p>●</p> <ul style="list-style-type: none"> Only a single approach is considered and is used to solve the problem. 	<p>●</p> <ul style="list-style-type: none"> Considers and rejects less acceptable approaches to solving problem. 	<p>●</p> <ul style="list-style-type: none"> Having selected from among alternatives, develops a logical, consistent plan to solve the problem. 	<p>●</p> <ul style="list-style-type: none"> Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.
<p>Embracing Contradictions</p>	<p>●</p> <ul style="list-style-type: none"> Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas. 	<p>●</p> <ul style="list-style-type: none"> Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way. 	<p>●</p> <ul style="list-style-type: none"> Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way. 	<p>●</p> <ul style="list-style-type: none"> Integrates alternate, divergent, or contradictory perspectives or ideas fully.

AAC&U Ethical Reasoning Value Rubric

Ethical Reasoning is reasoning about right values and the social context of problem perspectives might be applied to ethical identity evolves as they practice ethical reasoning. Reprinted [or Excerpted] with permission from Using Rubrics, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

AAC&U Reading Value Rubric

Reading is "the process of simultaneous language" (Snow et al., 2002). (From www.assessment.com) Reprinted [or Excerpted] with permission from Using Rubrics, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

AAC&U Problem Solving Value Rubric

Classroom Assessment Techniques

- Assess prior knowledge, recall, & understanding
 - Focused Listing: direct students to list several ideas that are closely related to a single important term, name, or concept. Helps determine the most effective starting point for an activity.
 - Empty Outlines: provide students with an empty or partially completed outline and give students limited time to fill in the blank spaces. Helps know how well students grasped main points.



Classroom Assessment Techniques

- Assess prior knowledge, recall, & understanding
 - One-minute Paper: ask students to respond briefly to a variation of “what was the most important thing you learned in class.” Provides manageable amounts of timely and useful feedback for a minimal investment of time and energy.
 - Muddiest Point: ask students to jot down a quick response to one questions: “What is the muddiest point in _____?” Provides information on what students find least clear or most confusing about a an activity or interaction.



Classroom Assessment Techniques

- *Assesses synthesis and creative thinking*
 - *One-Sentence Summary: Challenge students to answer the questions “Who does what to whom, when, where, how, and why?” about a given topic, and then to synthesize those answers into a single informative, grammatical, and long summary sentence. Helps find out how concisely, completely, and creatively, students can summarize a large amount of information.*



Classroom Assessment Techniques

- *Assesses application and performance*
 - *Application Cards: After students have heard or read about an important principle, generalization, theory, or procedure, give them an index card and ask them to write down a real-world application for what they have just learned. Quickly identify how well students understand the possible applications of what they have learned.*



Assessment Methods

- What methods would you use to assess the outcomes you created?