

ASSESSMENT FOUNDATIONS WORKSHOP SERIES:

Strategies and Measures

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Session Outcomes

1. Articulate the research or assessment question driving the assessment activity.
2. Align strategies to learning or operational outcomes.
3. Develop measures that will provide actionable data that clearly indicates the extent to which the learning outcome was achieved.
4. Distinguish between indirect and direct measures.



Strategies

- Means to achieve an outcome or goal (Henning, 2007)
- As a result of participating in . . . students will be able to recognize the difference between empathy and sympathy.



Tracdat – Strategies and Measures

Apps USD Qualtrics TracDat Blackboard Gmail Purdue OWL Google Scholar Salesforce MySanDiego Cognos Gigy Google Drive

Admin - Living Learning Preceptorial Program

Welcome, margaretleary

Admin - Living Learning Preceptorial Program > Admin Unit Planning > Unit Plan

Achieve higher levels of effectiveness and efficiencies regarding program implementation. (Active)

Outcomes

- Course Engagement Students will be more engaged in their preceptorial course compared with other courses. (Active)
- Intellectual Climate Preceptors will describe the intellectual climate as strong. (Active)
- Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community. (Active)

Outcome Assessment Cycle: 2013 - 2014
Start Date:
Inactive Date:

Measures

- preceptorial survey items (Active)
 - Benchmark/Criterion: 2013 cohort reports greater levels of connectedness than previous cohorts
 - Notes:
 - Strategies:
 - Date Added: 04/19/2016
 - Active: Yes
 - Related Documents
 - Assignment

Related Items

- Retention Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate (Active)
- Student Preferences Students will receive one of their top three preferences for an LLC theme (Active)



Measures

MATURE Measures (UCF Operational Excellence and Assessment Support, 2005)

- **Matches** – measure directly matches to the outcome it is trying to measure
- **Appropriate Methods** – uses appropriate direct and indirect methods
- **Targets** – indicates desired level of performance
- **Useful** – measures help identify what to improve
- **Reliable** – based on tested, known methods
- **Effective & Efficient** – characterize the outcome concisely



Direct Measures

Provide evidence of student learning that is “tangible, visible, self-explanatory, and compelling; evidence of exactly what students have and haven’t learned” (Suskie, 2009, p. 20)



Diorama Quilt Board Scrapbook Magazine Manual Text Message Letter
 Sculpture **Visual** Advertisement ABC Book **Written** Editorial
 Jigsaw Puzzle Overhead Transparency Flowchart **Maps:** Dictionary Glossary Scientific Report Biography
 Graph Photo Book Jacket • Political • Aerial • Weather • Thematic • Road Menu Fantasy Newspaper Journal
 Coloring Book Story Map Brochure Time Capsule Pop-Up Book Short Story Fairy Tale or Tall Tale
 Mural Concept Map **101 Ways to Show What You Know** Song Questionnaire
 Flannel Board Board Game Rap Emergency News Bulletin
 Video Costume Comedy Routine Mock Trial PowerPoint Presentation Voki Script Storytelling
 Experiment Puppet Show Musical Soap Opera Speech Sales Panel Recorded Discussion Review
 Scavenger Hunt **Performance** Sitcom Interview **Spoken** Rhyme
 Simulation Acceptance Speech Demonstration Game Show "How To" Persuasive Argument Presentation Lesson
 Dance Play Commercial Poetry Infomercial Focus Audio Group Recording Sportscast

Indirect Measures

Provide proxy signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less-convincing
(Suskie, 2009, p.20)



Outcomes

As a result of participating in student employee training, student employees will be able to *describe* basic listening skills.

Strategies and Measures

Mission & Purpose

Empathy dimension of BBB CCLO



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Mission & Purpose

Make decisions to improve

Strategies and Measures

Gather Data

Interpret Evidence

Formulating an Assessment Question

- What do you want to know?
- Why do you want to know this?
- What measure(s) will yield the data you need to answer your question?

- What might an assessment question look like for the outcome we were just working with?



References

Henning, G. (2007). *Assessment Glossary*. Retrieved from <http://www.dartmouth.edu/~oir/assessmenteval/tools/>

Suskie, L. (2009). *Assessing student learning: a common sense guide*. San Francisco, CA: John Wiley and Sons, Inc.

UCF Operational Excellence & Administrative Support. (2005). *UCF Administrative Assessment Handbook*.

