Moving Beyond the Survey: Alternative Assessment Methods
Learning Outcomes

1. Describe a variety (at least 3) of assessment methods to use instead of a traditional survey.

2. Select at least one alternative assessment method that you can utilize in the coming academic year.
Key Terms

assessment, evaluation, research, outcomes (learning, operational, programmatic)
assessment

“ ‘Actions taken to gather, analyze, and interpret information and evidence to support the effectiveness of institutions, departments, divisions, or agencies’ (Timm, Davis Barham, McKinney, & Knerr, 2013, p. 86) and to use data gathered through the process to improve overall quality, practice, and decision-making.”

Source: www.cas.edu/glossary
evaluation

“A process that “applies judgment to data that are gathered and interpreted through assessment” (Palomba & Banta, 1999, p. 4). The terms assessment and evaluation are often used in tandem to represent the process of collecting, analyzing, and interpreting data that is then used to judge the outcome of a process or achievement of a goal.”

Source: www.cas.edu/glossary
ASSESSMENT CYCLE

1. Identify outcomes, benchmarks, goals
2. Identify ways to measure intended outcomes
3. Gather data and information
4. Review and discuss findings
5. Make necessary changes in programs
research

• Focuses on the creation of new knowledge and generalizability.
• May use similar methodology to assessment or evaluation.
• Typically, try to maintain experimental control and may manipulate variables.
• Normally testing a predetermined hypothesis.
• Think scientific method

Source: McGillin, 2003
"Outcomes are more specific, measurable elements of goals. There are often multiple outcomes for each goal" (p. 14).

SMARRT
• Specific
• Measurable
• Attainable
• Results oriented
• Relevant
• Time-bound

Source: Yousey-Elsener et. al, 2016
Examples of Outcomes

Operational
“how well operational aspects of programs or services are functioning, but they do not document learning or the overall impact of a program of activity.” (p. 16)

Learning
“Knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.” (p. 16)

Programmatic
“Aggregate effects of a program, service, or intervention … focus is on impact not process” (p.16)

Source: Yousey-Elsener et. al, 2016
Developing Outcomes
Goal Oriented

Where are you going?

Where is your desired destination?

“Goals provide the ‘destination postcard’ for what the end result looks like” (Yousey-Elsener et al., 2016)
## Crafting Outcomes

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>THE INTENDED PERSON, GROUP, YOU WISH TO INFLUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHAVIOR</td>
<td>THE ACTION YOU WISH THIS GROUP TO TAKE</td>
</tr>
<tr>
<td>CONDITION</td>
<td>WHAT WILL INFLUENCE THE BEHAVIOR CHANGE</td>
</tr>
<tr>
<td>DEGREE</td>
<td>THE EXTENT TO WHICH THE BEHAVIOR WILL CHANGE</td>
</tr>
</tbody>
</table>
Example 1

Audience
Students living in residence halls

Behavior
Increased sense of community

Condition
Get to know your hall monthly events

Degree
Increase in satisfaction on quality of life survey by 3% over previous year

Through monthly hall programs, students living in residence halls will increase their sense of community by 3%.
Example 2

01 **Audience**

Students attending speed networking event

02 **Behavior**

Identify 3 faculty partners of interest

03 **Condition**

Speed networking event

04 **Degree**

90% of attendees

90% of attendees will identify 3 faculty partners of interest for their Immersion Vanderbilt project after attending the speed networking event.
Types of Assessment

The key to determining an appropriate assessment is alignment between your goal and assessment.
Formative Assessment
Sticky Notes

Way to gather quick, in the moment feedback through think/pair/shares and other opportunities for participants to jot notes and provide feedback informally.

Clicker + Response Systems

Digital version of sticky notes, used to pre-test participants, gather knowledge level on topics, or determining if a component was mastered.
Summative Assessment
Surveys, Pre/Post Tests

Program has ended; these can gauge if participants mastered goals and outcomes

Portfolios, Journals, Performances

Project based learning, demonstrated mastery of content
Direct
Student demonstrates learning

Indirect
Student’s perception of learning
Quantitative
Direct Measures

Pre/Post

Evaluation
Qualitative
Focus Groups
Use a standard protocol and script to gather feedback from targeted students

Interviews
Use standard protocol to gather information individually
Journaling

Provide prompts and exercises for students to respond to related to goals/outcomes

Exit Ticket

Students jot down quick final thoughts, answer final questions as leaving a program/activity
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