Assessment Methods

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Define Outcomes

Align Experiences and Outcomes

Collect and Analyze Evidence

Interpret Results

Use Results

Assessment Cycle
What is the best assessment method?

Answer: The one that measures your outcome effectively and efficiently and provides meaningful and actionable data.
1. Identify the outcome to be assessed
2. Determine what constitutes credible evidence
3. Discover where/when the evidence can be collected
4. Consider timing, resources, how data will be used
1. Write down the name of each state's capital:
   WY ______  WI ______  WV ______

2. How many state capitals can you name?
   [ ] 0  [ ] 1-20  [ ] 21-40  [ ] 41-50

3. I can name at least 10 states and their capitals
   [ ] Strongly Agree  [ ] Agree  [ ] Disagree  [ ] Strongly Disagree
<table>
<thead>
<tr>
<th>If you want evidence on...</th>
<th>Consider using...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, understanding, or skill in application and analysis <em>(Know)</em></td>
<td>Quiz/test, poster, paper/essay, or concept map</td>
</tr>
<tr>
<td>Skills or behaviors <em>(Do)</em></td>
<td>Performance rubric, observation check list, or behavior tracking</td>
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<tr>
<td>Attitudes, dispositions, beliefs, or habits of mind <em>(Value)</em></td>
<td>Reflective writing, focus groups, interviews, or surveys</td>
</tr>
<tr>
<td>Satisfaction or perceptions</td>
<td>Surveys, focus groups, or interviews</td>
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<tr>
<td>Usage or levels of participation</td>
<td>Tracking usage</td>
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Quick overview of TFP

Why a survey?

Things we needed to know
• Improvements we can make
• Expansion of Basic Needs
Total Questions:
Survey Rough Draft = 25
Final Survey = 16

Types of Questions:
Open-ended: 7
Likert scale response options: 7
Close-ended: 2
Omitted Survey Questions (Survey Rough Draft)

• Informational/demographic = 8
  o Questions 1-7 & 9
• Housing insecurity = 1
  o Question 8
• All "in the past 12 months" questions = 4
  o Questions 15, 16, 17, & 18
• Experiences of food insecurity challenges = 1
  o Question 23
• Additional comments, concerns, or feedback = 1
  o Question 25
Modified Questions

- Pantry access barriers
  - Survey rough draft = Question 12
  - Final survey = Question 1
- How did you hear about the Triton Food Pantry?
  - Survey rough draft = Question 10
  - Final survey = Question = 16
- Access to food assistance services
  - Survey rough draft = Question 13
  - Final survey = Questions 2, 4, & 5
- Access to food prep materials
  - Survey rough draft = Question 14
  - Final survey = Questions 3 & 6
- Items requested to be made available/would provide benefit to the food pantry
  - Survey rough draft = Question 22
  - Final survey = Question 7 & 8
- Where do you currently shop for food?
  - Survey rough draft = Question 20
  - Final survey = Question 14
- Effects of worrying about food security
  - Survey rough draft = Question 19
  - Final survey = Questions 10, 11, 12, & 13
Compare & Contrast

Rough Draft:

12. Are there any barriers that prevent you from accessing the pantry? (i.e. location, hours of operation, privacy, etc.)?

• Yes
• No
• If no, please explain ____________.

Final Outcome:

1. Please list any barriers that may prevent you from accessing the pantry, if any? (location, hours of operation, stigma etc.)?
Compare & Contrast cont.

Rough Draft:
13. Do you have access to any other food assistance services (i.e. Special Supplemental Nutrition Program (food stamps))?
• Yes
• No
• If yes, please specify ___________

Final Outcome:
2. Do you access any other food assistance services (i.e. Special Supplemental Nutrition Program (food stamps))?
• Yes
• No

4. Please specify any other food assistance services (i.e. Special Supplemental Nutrition Program (food stamps)) that you may access.

5. Is there any reason why you do not access any other food assistance services (i.e. Special Supplemental Nutrition Program (food stamps))?
Outcome: Students will be able to ____________

<table>
<thead>
<tr>
<th>Dimension 1</th>
<th>Description</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 2</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimension 3</td>
<td>Description</td>
<td></td>
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Rubrics

**Advantages**
- Clearly states standards and expectations
- Can be used as a learning and assessment tool

**Challenges**
- Developing a rubric takes times
- Requires rater training

Types of Evidence: Posters, Skill Demonstration
Community Health Project

What is it?

UC SAN DIEGO’S CENTER FOR STUDENT INVOLVEMENT PRESENTS...

COMMUNITY HEALTH PROJECT

Because health is a social justice issue.

Community Health Project (CHP) is a long-term, non-credit bearing, non-clinical service opportunity for students interested in health and social justice. Intern with local nonprofits on issues like food insecurity, refugee acculturation, elder care, and women’s health.

PROGRAM REQUIREMENTS

- **Time Commitment**: 4+ hours per week at service site
- **Training & Co-learning**: Orientation & weekly meetings
- **Sustained Service**: Academic year commitment
- **Serving the Community**: Community needs come first

2018-2019 applications due Wednesday, October 24, 2018
More Information at cha.ucsd.edu
Learning Outcomes

Through participation in the Community Health Project program, students will be able to:

• Examine how partner organizations address health needs of the community, and the role of volunteers in building capacity

• Refine definition of community health through investigation of the complex challenges of building healthy communities in low resource areas

• Explain connections between practical experience, coursework, and career goals

• Articulate personal responsibility for building healthy communities in a stated commitment to action
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Level 4 - Capstone: Evaluation</th>
<th>Level 3 - Milestone: Analysis</th>
<th>Level 2 - Milestone: Comprehension</th>
<th>Level 1 - Benchmark: Basic Knowledge</th>
<th>Null (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Organization Impact: Examine how partner organizations address health needs of the community, and the role of volunteers in building capacity</td>
<td>Evaluates role of organization in addressing not only specific client population needs, but also interconnected systems and impacts of local and national healthcare policies. Describes specific responsibilities, assessing role in increasing organizational capacity, and/or impact volunteering had on them.</td>
<td>Analyzes role of organization in addressing not only specific client population needs, but also interconnected systems and/or addresses impacts of local and national healthcare policies. Describes specific responsibilities, role in increasing organizational capacity, and/or impact volunteering had on them.</td>
<td>Describes role of organizations in addressing needs of a specific population within the community and/or addresses impacts of local and national healthcare policies. Describes specific responsibilities or impact volunteering had on them.</td>
<td>Identifies how organization serves needs of a specific population within the community. Describes general responsibilities as a volunteer.</td>
<td>Fails to describe CHA site, its impact on community, and/or impact as a CHA volunteer</td>
</tr>
<tr>
<td>Refine Definition of Community Health: Refine definition of community health through investigation of the complex challenges of building healthy communities in low resource areas</td>
<td>Definition provided indicates sophisticated understanding of the complexity of building a healthy community, including intersectional nature of barriers to health for specific client populations.</td>
<td>Definition provided indicates adequate understanding of the complexity of building a healthy community, including intersectional nature of barriers to health for specific client populations.</td>
<td>Definition provided indicates partial understanding of the complexity of building a healthy community, including barriers to health for specific populations. May explain direct impacts of local and national decisions on developing healthy communities.</td>
<td>Definition provided indicates surface understanding of the complexity of building a healthy community, i.e. that it is based on more than simply medicine.</td>
<td>Provides no definition of community health, or falls back on purely medical definition.</td>
</tr>
<tr>
<td>Connection to Learning: Explain connections between practical experience, coursework, and career goals</td>
<td>Connects and extends knowledge (facts, theories, etc.) from one’s own academic study/field/discipline and specific CHA experience to building community health through career goals.</td>
<td>Analyzes knowledge (facts, theories, etc.) from one’s own academic study/field/discipline making relevant connections to specific CHA experience.</td>
<td>Begins to connect knowledge (facts, theories, etc.) from one’s own academic study/field/discipline to developing healthy communities.</td>
<td>Begins to identify knowledge (facts, theories, etc.) from one’s own academic study/field/discipline that is relevant to building healthy communities.</td>
<td>Does not connect experience as a CHA with coursework and/or professional goals.</td>
</tr>
<tr>
<td>Commitment to Action: Articulate personal responsibility for building healthy communities in a stated commitment to action</td>
<td>Focuses on a plan to take informed and responsible action to address a specific community health issue and its interconnected systems, recognizing their complexity and the need for collective intervention.</td>
<td>Focuses on desire to create change and address a specific issue impacting community health, but suggests more general, futuristic solutions.</td>
<td>Focuses on desire to create change and/or address specific needs of community health without clear pathway to do so.</td>
<td>Focuses on desire to give back to community as a volunteer without clear focus on needs of the community or a specific health issue.</td>
<td>Commitment to Action is missing.</td>
</tr>
</tbody>
</table>
Sample Student Reflection Poster, 2018
Community Health Project

CHA Learning Outcome Assessment

Percentage of Students Achieving Learning Outcome by Level

- **Level 1 - Benchmark: Basic Knowledge**
  - Understanding of Organization Impact: 6.25%
  - Refine Definition of Community Health: 6.25%
  - Connection to Learning: 12.50%
  - Commitment to Action: 0.00%

- **Level 2 - Milestone: Comprehension**
  - Understanding of Organization Impact: 25.00%
  - Refine Definition of Community Health: 12.50%
  - Connection to Learning: 6.25%
  - Commitment to Action: 18.75%

- **Level 3 - Milestone: Analysis**
  - Understanding of Organization Impact: 31.25%
  - Refine Definition of Community Health: 31.25%
  - Connection to Learning: 18.75%
  - Commitment to Action: 18.75%

- **Level 4 - Capstone: Evaluation**
  - Understanding of Organization Impact: 37.50%
  - Refine Definition of Community Health: 50.00%
  - Connection to Learning: 62.50%
  - Commitment to Action: 62.50%

Percentage of Total
Outcome: Students will be able to demonstrate excellent oral communication when presenting to their college council

- Speaks in a clear voice
- Makes culturally appropriate eye contact
- Uses meaningful visual aids
- Stays within time limit
Advantages

• Identifies actions or behaviors
• Quick and easy to use

Challenges

• Only indicates existence, not any judgment
• Provides student limited feedback

Types of Evidence: Skill Demonstration
Reflective Writing/Journal

Advantages
• Allows students to reflect on learning or experience
• Can be analyzed with a rubric or content analysis

Challenges
• Requires a good prompt
• Can be time consuming to analyze

Assessment Tool: Rubric, Qualitative Analysis
Focus Group or Interview

Advantages
• Can be done in person or online
• Allows for follow up or clarification
• Provides rich data

Challenges
• Collecting and analyzing data is time consuming
• Recruitment and participation can be difficult

Assessment Tool: Qualitative Analysis
Advantages
• Takes advantage of a captive audience
• Easy to grade

Challenges
• Requires well written questions that align with outcomes
Advantages
• Multiple skills can be assessed
• Allows student to be creative

Challenges
• Can be labor intensive for the student
• Collection and analysis of data can be labor intensive

Assessment Tool: Rubric, Checklist
Choose a method that:

• Answers your assessment question
• Provides actionable information
• Is realistic in terms of resources and logistics
Group Reflection Activity

Instructions:
Break out into groups of three. Make your way to a wall post-it and answer the following questions below:

1. What have you learned?
2. What questions do you still have?
3. How will you apply what you learned to your current assessment project?
4. How and with whom will you share this information?
THANK YOU!

Questions or Comments?