HELLO!

We are Emily Kane and Kaitlyn Schmitt
We are here because we love assessment.
LEARNING OUTCOMES

Participants will be able to...
- Identify limitations to surveys
- Describe at least 3 alternate assessment methods
- Identify the best assessment method for their purpose
1. WHY SURVEYS AREN’T ALWAYS BEST

But they’re so easy!
SURVEY
FATIGUE
LIMITATIONS OF SURVEYS

- Nonresponse error
- Correlation, not causation
- Inflexibility
- Lack of explanations
- Time-intensive - building your own instrument
- Others?
**WHEN TO DO A SURVEY**

**When You Want:**
- Quantitative data
- To answer “What?” or “How Many?”
- To understand surface-level opinions
- Large number of participants

**Not:**
- Qualitative data
- To answer “Why?” or “How?”
- To understand in-depth opinions
- Small number of participants
Other Data Collection Methods

So... what do we do instead?
FOUND DATA

- What is it?
  - Already existing information
- Benefits
  - Sustainable practice
  - Makes assessment a collaborative process
- Limitations
  - Does the data meet all of your needs?
  - Will it be time intensive to “mine”?
FOCUS GROUPS AND INTERVIEWS

What is it?
- Focus Group: Discussion based, one-time occurrence, focused
- Interviews: 1:1 meeting, series of questions to collect data

Benefits
- Multiple perspectives- Efficient data collection
- Data with depth!
- Follow-up questions

Limitations:
- Groupthink
- Perception vs. reality
BENCHMARKING

▸ What is it?
  ▹ On-going, systematic approach, evaluate best-practices

▸ Three varieties:
  ▹ Internal benchmarking
  ▹ Competitive benchmarking
  ▹ Functional or generic benchmarking

▸ Benefits
  ▹ No need to reinvent the wheel!
  ▹ Spark ideas!
  ▹ Useful for strategic planning and budget decisions

▸ Limitations
# Teams and Groups Rubric
Student Leader Learning Outcomes (SLLO) Project

<table>
<thead>
<tr>
<th>Date Completed:</th>
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<table>
<thead>
<tr>
<th>NOVICE</th>
<th>TRANSITION</th>
<th>INTERMEDIATE</th>
<th>TRANSITION</th>
<th>ADVANCED</th>
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</thead>
<tbody>
<tr>
<td><strong>Awareness or Base Level</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Knowledge</td>
<td>From Novice to Intermediate</td>
<td>Apply the concept somewhat</td>
<td>From Intermediate to Advanced</td>
<td>Intentional and Effective Application</td>
</tr>
<tr>
<td>Does not recognize the need for assistance and advisor initiates conversation regarding safe place, orientation, and interpersonal barriers</td>
<td>Recognizes need for assistance and initiates conversation with advisor to seek guidance and resources regarding safe place, orientation, and interpersonal barriers</td>
<td>Independently creates a safe place and comfortable atmosphere; with little to no advising; identifies resources to orient group to task or function and break down interpersonal barriers</td>
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<tr>
<td>Recognizes the need for assistance and advisor initiates conversation regarding appropriate group task and safe space.</td>
<td>Recognizes need for assistance and initiates conversation with advisor to seek guidance and resources regarding constructive and appropriate conflict, group task and purpose, and safe space.</td>
<td>Independently encourages and facilitates constructive and appropriate conflict; reminds group of task and purpose of group; maintains safe space; ensures all can speak</td>
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<td>Independently moves group from conflict to trust and cohesion; communication issues are resolved; feedback is solicited and given freely; group comes together around task and interdependence develops</td>
<td>Independently recognizes the need to step back and be less directive and more supportive and encouraging; serves as a resource for the group; delegates; members are confident in their ability to complete tasks</td>
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**RUBRICS**
A scoring guide with criteria to evaluate student performance
OBSERVATION

- We do this constantly - the key is to formalize it
- Take notes, collect evidence
3. CASE STUDIES

Let’s practice!
Soliciting feedback from students about the best method to publicize events
PROGRAM CREATION

Implementing a new program with first year students on time management
RESOURCE USAGE

Measuring usage of the Student Organization Resource Desk for student leaders
A supervisor gathering feedback on their supervising skills
INTERVIEWING SKILLS

Learning what GW students are most struggling with related to interviewing
What are you working on? What collection methods might you use, beyond surveys?
Every method has benefits and limitations

Select the method that works best for your project!
THANKS!

Any questions?

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