Welcome to #ACPA16 in Montreal! We are glad you are here!
Bienvenue à Montréal, nous sommes heureux que vous soyez là!

CONSIDER: #ACPA16 provides an opportunity to discuss global concepts in higher, post-secondary, and tertiary education. Please remember that not everyone in the room is from the same country nor works within the same system of higher or tertiary education. We invite you to use language that welcomes all participants to the conversation.

ENGAGE: Tweet what you learn using #ACPA16

REFLECT: How will you actualize what you learn in this session?

Please silence your phone.
MEASURING STUDENT LEARNING WITH A PRE/POST TEST DESIGN

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she/her/hers
@LauraWalaszek
LEARNING OBJECTIVES

1. Identify best practices for designing measurable learning outcomes.

2. Compare direct and indirect methods of assessment and evaluate the differences.

3. Generate a list of compelling reasons why pre/post test designs may be an appropriate format for higher education assessment practices.

4. Identify effective pre/post test designs and a strong framework for implementing pre/post test design at participant’s home institution.
Introduction to Assessment and Evaluation in Higher Education

Direct v. Indirect Methods of Assessment

Learning Outcomes

Examples of Pre/Post Tests

Analyzing Results

Questions and Answers
SHOW OF HANDS

Have you used a pre/post test before at your institution?
1. ASSESSMENT AND EVALUATION
an ongoing process of establishing goals, implementing programs, and systematically evaluating effectiveness.
HISTORY OF ASSESSMENT

ASSESSMENT IN AMERICAN HIGHER EDUCATION

- Origins: 1810-1870
- Slow Growth: 1870-1940
- Rapid Expansion and Extension: 1940-1990
- Constrained Resources: 1990 - ???
- State and Federal Aid Decreasing / Increased Costs
- Limited Evidence of Student Learning
- No Child Left Behind (K12)

Sources: Bresciani, 2011; Kerr, 2001
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
2. DIRECT V. INDIRECT
INDIRECT: STUDENT'S PERCEPTION OF LEARNING
DIRECT: STUDENT DEMONSTRATES LEARNING

PRE/POST TESTING CAN BE AN EXAMPLE OF THIS.
LET'S CHAT

How are you currently using direct and indirect assessment methods at your institution?
Setting measurable learning outcomes and goals.
ABCD METHOD

- Audience
  TRANSFER STUDENTS IN LLC

- Behavior
  INCREASED KNOWLEDGE OF COMMUNITY PARTNERS

- Condition
  WEEKLY LEARNING SESSIONS

- Degree/How Much
  INCREASE IN POST TEST KNOWLEDGE BY 10 POINTS
BLOOM’S TAXONOMY

CONSIDER CAS

The Council for the Advancement of Standards in Higher Education
LET'S PRACTICE

Take a minute or two to practice writing a learning outcome for an event or program on your campus.
4. EXAMPLES OF PRE/POST TEST

Tips to remember and exemplars
DEFINITION

- Assessment given **before** and **after** an intervention (i.e., program, service, learning module, etc.)

- Designed to **measure growth** directly related to your program/curriculum
KEY FACTORS

➢ Aligned with learning outcomes and Bloom’s taxonomy
➢ Balance between distal v. proximal
➢ Designed to maximize responses (i.e., few open ended questions)
➢ Content is aligned and controlled
➢ Objective “answer key”
➢ Opportunity for growth
Which of the following centers is the hub for wellness and prevention resources designed to help students develop and maintain positive mental and physical health practices?

a. Center for Student Wellbeing  
b. Project Safe Center  
c. Psychological Counseling Center  
d. Student Health Center
Your friend Dwayne confides in you that he has recently experienced power based personal violence. To which of the following resources would you direct him?

a. Center for Student Wellbeing
b. Project Safe Center
c. Psychological Counseling Center
d. Student Health Center

SAMPLE
5. MEASURING SUCCESS

Let’s start with the first set of slides
BY LEARNING OUTCOME

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Campus Partners</td>
<td>29%</td>
<td>85%</td>
</tr>
<tr>
<td>Comfort with Seeking Assistance</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>Analyzes Best Resource for Needs</td>
<td>20%</td>
<td>74%</td>
</tr>
</tbody>
</table>
BY TOTAL SCORE

20% at pre

83% at post
WRAP-UP

LET’S **DISCUSS** SOME CONCEPTS

- Do you have learning outcomes or objectives?
- Is your assessment aligned to these outcomes and have you considered Bloom’s Taxonomy?
- Does your assessment use distal, proximal, or both questions?
- Will you control your content/curriculum?
- Can you show growth?
- Will you know how to analyze the data?
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