COLLECTING OUTCOMES INFORMATION

A Guide to Getting Started

WHEN IT COMES TO COLLECTING OUTCOMES INFORMATION I AM....

Just getting started with collecting outcomes information

You are new to collecting outcomes information.

Reviewing an existing outcomes collection process

You've got an existing process for collecting outcomes information but it could use some editing and revising.

Happy with my existing outcomes collection process

You're feeling good about your outcomes collection process and don't have many revisions or edits.

Whether you are new to collecting outcomes information or are experienced with a great process established, there is always room for improvement and more steps to the process you can consider.

The next few pages will outline next steps for the various states you may find yourself in when working on the outcomes collection process.

CONSIDERATIONS WHEN COLLECTING OUTCOMES INFORMATION

1. What group(s) are you specifically targeting for your assessment?
First-years, seniors, first generation students, students of color?

2. What is the timeline of when you will collect the data?
Do you need to collect the data at a certain point in time? Are you collecting data at one point in time or multiple?

3. Consider formats you might use to collect the data.
Tests, surveys, observations, interviews, focus groups
If choosing a test/survey is that conducted via paper or virtually?
Will you have raters observing, rating performances or scoring?

4. How easily replicable is your outcomes collection process?
Document your outcomes collection process.
Include descriptions of participants groups, protocol in collecting the data, motivations of the students participating and more.
Set you and your colleagues up for success in being able to repeat the data collection process for future iterations of your program.

5. Threats to validity
What threats or factors might exist that could compromise or influence the interpretation of your assessment results?

6. Equity Considerations
How are you minimizing factors that could influence equity in the outcomes data collection process?
Are there unbalanced power and positionality dynamics between those being assessed and those administering that assessment?
Are you including students in your data collection process?

GETTING STARTED
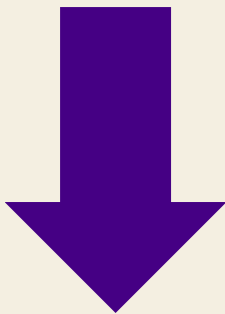## CHOOSING AN OUTCOMES COLLECTION DESIGN

1

Determine which data collection design best aligns with your program and program learning outcomes

Longitudinal Design

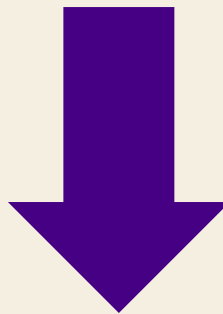Data collected from **same group(s)** at **more than one point** in time.
Best used when you are looking for **change, growth, or development** as outcomes.

Cross-Sectional Design

Data collected from **two groups**. One experienced the program and one didn't. Best used when looking for **group comparisons** to determine effectiveness of a program or strategy.

Single-Group / Single-Time-Point Design

Data collected from **one group** at **one time-point**.

Best used to **benchmark** or show competency in an area.

Pretest-Posttest Design

Comparison Group Design

Posttest Only Design

Pretest-Posttest with Comparison Group Design

Comparison Group Design (no pretest)
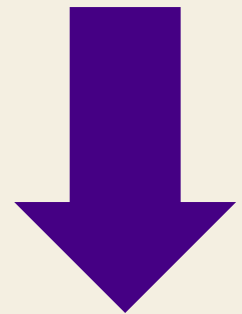
Pretest-Posttest with Comparison Group & Random Assignment Design

CONSIDERING THREATS TO VALIDITY

2

Consider how your design choice might be impacted by threats to validity.

Recall that **validity** is the **extent** to which our **interpretation** of our results and conclusions are **well-founded.**

Threats to validity are factors that might have undue influence on our results or skew the data being collected

Threats to Validity Include:

Maturation Effect

An observed effect is due to normal development over time.

Designs most susceptible to this threat: Posttest Only Design & Pretest-Posttest Design

Selection Bias

Observed differences in results between groups is impacted by pre-existing differences and tendencies in groups.

Designs most susceptible to this threat: Comparison Group Design (no prestest)

Response Processes

Results are impacted by low motivation or feeling led or pressured to respond in a certain way.

Designs most susceptible to this threat: Posttest Only Design & Pretest-Posttest Design

Attrition

An observed effect may be due to missing data - students not completing a program in full or not fully completing a pretest or posttest.

Designs most susceptible to this threat: **All except** Posttest Only Design

Instrumentation Effect

An observed effect may be due to varying interpretations of scores either between raters or over time.

Designs most susceptible to this threat: Pretest-Posttest Design

History Effect

An observed effect may be due to other unaccounted for events experienced by participants such as receiving a similar program in another setting.

Designs most susceptible to this threat: Posttest Only Design & Pretest-Posttest Design

APPLYING WHAT WE LEARNED!
WHAT DATA COLLECTION METHOD WORKS BEST FOR YOU?
WHAT THREATS TO VALIDITY DO YOU NEED TO CONSIDER?

Data Collection Method

Which data collection method will you choose and why?
Be sure to consider alignment with your programs' student learning outcomes.

Threats to Validity

What threats to validity is your design most susceptible to?
How might you work to mitigate these effects?

REVIEW YOUR OUTCOMES COLLECTION PROCESS UTILIZING THE RUBRIC

Utilize the rubric to review and make final revisions to your outcomes collection process. Be sure to also create your Collecting Outcomes Information Section in the Assessment Improvement Report Template.

Criteria	Exemplary (3)	Proficient (2)	Developing (1)	Missing (0)
Data Collection Design	Data collection design was appropriate for <u>all</u> intended inferences, as articulated in the SLOs.	Data collection design was appropriate for <u>most</u> of the intended inferences, as articulated in the SLOs.	Data collection design was appropriate for <u>some</u> of the intended inferences, as articulated in the SLOs.	Data collection design was <u>NOT appropriate</u> for any intended inferences, as articulated in the SLOs.
Replicability	Data collection process was detailed s<u>o precise replication is feasible.</u> Details include: description of sample, data collection protocol, data collection context, student motivation in data collection.	Data collection process was detailed to the extent that <u>approximate replication is feasible.</u>	<u>Basic</u> information about data collection is provided (who and how many students engaged in providing outcomes data), but this info is <u>not enough</u> to <u>replicate the process.</u>	Data collection details <u>not provided.</u>
Threats to Validity	Threats to validity are <u>explained</u> and <u>proactively protected against</u>.	Threats to validity are <u>explained</u> and <u>mostly protected against.</u>	Threats to validity are <u>explained but NOT protected against.</u>	Threats to validity are <u>NOT mentioned.</u>
Equity Centered	<u>Clear</u> articulation of how the following impacted the equity of the outcomes data collection process: power & positionality of assessor, data collection method, institutional climate and culture. Plans to address negative impact of these effects are provided in detail. <u>Students</u> are <u>involved</u> in data collection.	<u>Clear</u> articulation of how power & positionality of assessor, data collection method, institutional climate and culture impact the equity in the data collection process.	<u>Unclear/limited</u> articulation of how power & positionality of assessor, data collection method, institutional climate and culture impact the equity in the data collection process.	<u>No mention of</u> how power & positionality of assessor, data collection method, institutional climate and culture impact the equity in data collection.

REVIEW YOUR OUTCOMES COLLECTION PROCESS UTILIZING THE RUBRIC RATE OUTCOMES COLLECTION PROCESS

Utilize the table below to rate your outcomes collection process using the Assessment Improvement Rubric, providing justification for your rating and plans for future improvements.

Criteria	Self Rating	Justification for current rating	Improvement Plan
Data Collection Design			
Replicability			
Threats to Validity			
Equity Centered			

HAPPY WITH MY OUTCOMES COLLECTION PROCESS, WHAT'S NEXT? REPORTING ON THE OUTCOMES COLLECTION PROCESS.

Below is an example of how you could record and report on your outcomes collection process. This is a great way to get ahead of the game if you are planning to submit an Assessment Improvement Report for your program.

COLLECTING OUTCOMES INFORMATION

Things to include:

A detailed description of your data collection design

Alignment of your data collection process with your intended SLOs

Threats to validity that you considered and examined related to your outcomes collection process

Whether or not you protected against any threats to validity and if so, how

Description of any impacts to equity in the outcomes collection process. This could include power and positionality dynamics, accessibility and feasibility of use of data collection method or impacts from institutional climate and culture.

ADDITIONAL RESOURCES FOR SELECTING OUTCOMES DATA

Visit the SASS Website

The "Data Collection and Analysis" Section can help you can find general guidelines and additional resources for collecting outcomes information.

Threats to Validity Handout

Learn about the most common factors that can threaten the validity of the inferences we make from assessment results. Understand the impact that threats validity might have on the data collection design you choose.