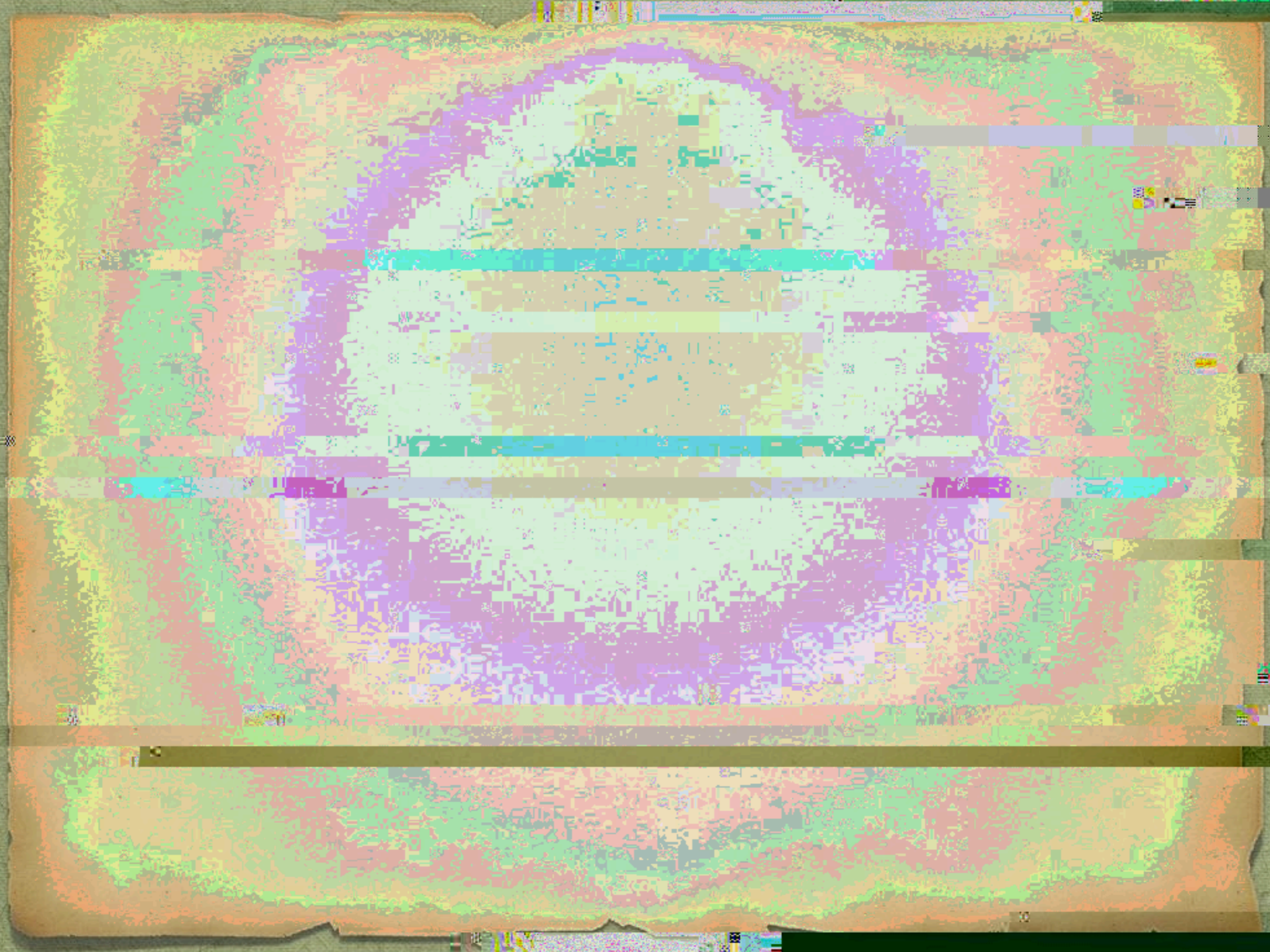


Intro to Evidence

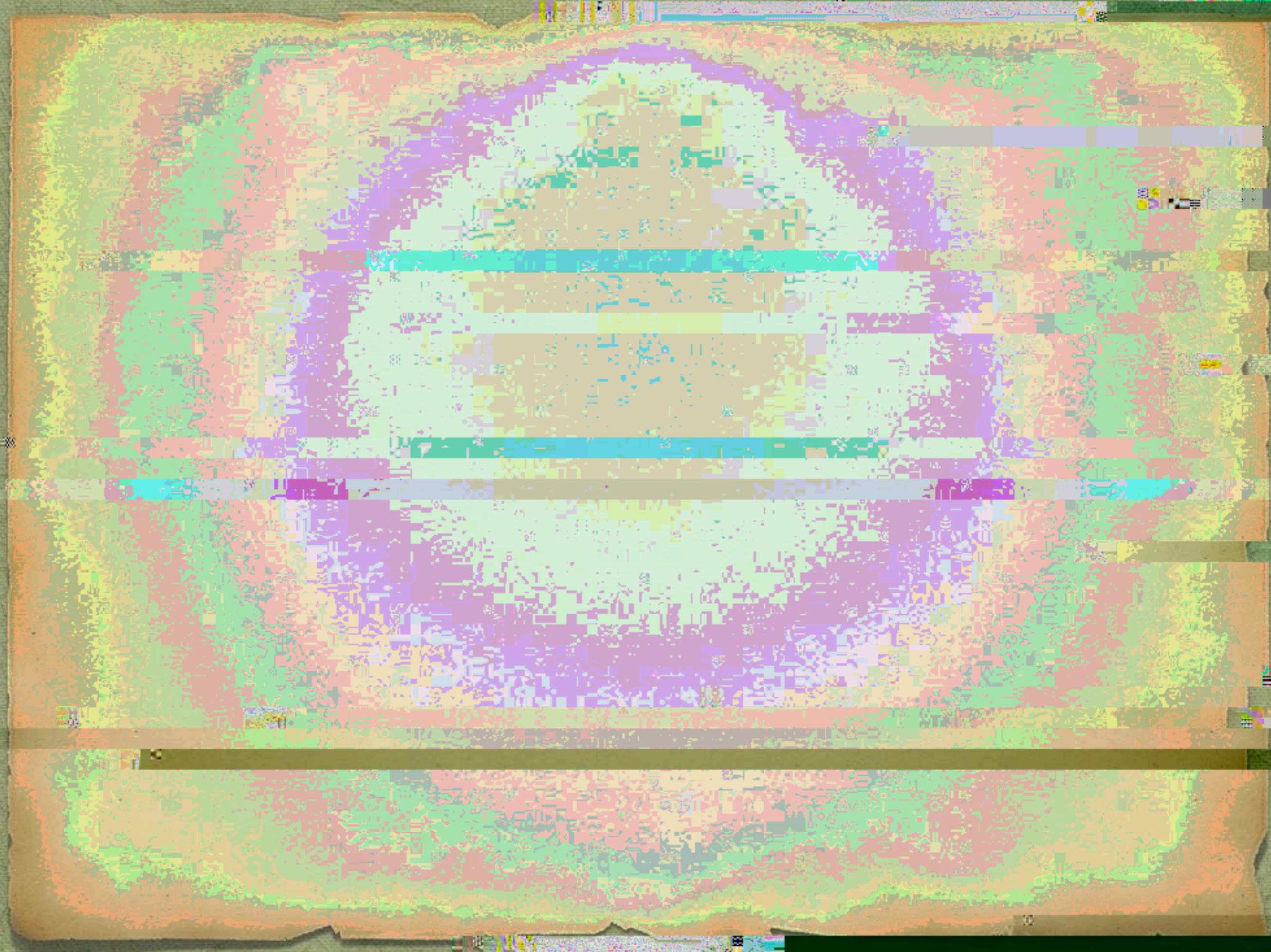
Practitioners want to make decisions based on good data, but not all data is good data. This session reviews important epistemological considerations (i.e., what constitutes meaningful data) as well as factors of reliability and validity, which differ slightly from traditional requirements of rigorous scientific inquiry.

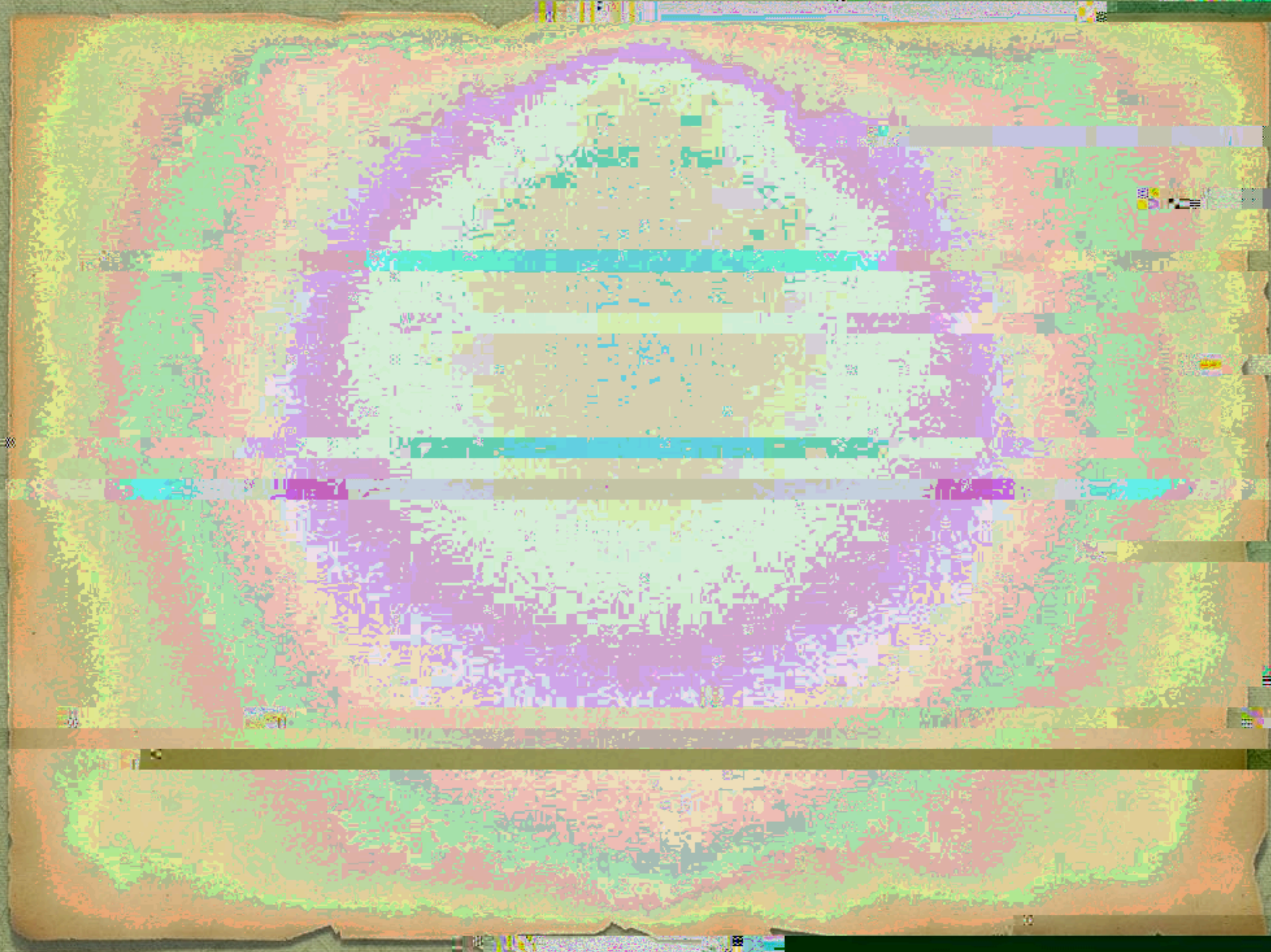
Session attendees will learn how to:

- identify and describe differences in two main epistemological approaches.
- describe general standards of rigor for qualitative and quantitative methodologies.
- describe methods of triangulation and why triangulation is a desired method.



Ways of knowing





Good data Has

Standards for Rigor

Quantitative Projects (numbers)

Internal Validity: Appropriately controlling for extraneous variables,

External Validity: Using random sampling to improve

Reliability: Measurement consistency; e.g., Cronboch's Alpha,

Objectivity: Controlling and working toward eliminating bias

Qualitative Projects (words/stories)

Credibility: Results are believable from the respondents' perspective

Transferability: Generalizability, as determined by the one doing the

Dependability: A researcher's ability to accurately and consistently

Confirmability: Controlling and working toward eliminating bias

Helpful notes

- Assessment does not develop or confirm theory, rather seeks to demonstrate program and service impact.
- Let the question (i.e., the item to be assessed) influence the data-collection method

Approaches to Triangulation

- **Data Triangulation:** The use of a variety of data sources in a study
- **Investigator triangulation:** The use of several different researchers or evaluators

The TQA

A Three Question Assessment

- What ideas did this presentation generate for you?
- Did you learn something today that might help you perform your job better.? Please describe.
- What could be changed about this presentation to make it more helpful or effective?

➤ Most of the information in this presentation is from Henning, G. W. & Roberts, D. (2016). Student affairs assessment: Theory to practice