

Validity of Self-Reported Competence and Learning Gains

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Indirect Measures of WSCUC Competencies

SERU Self-Ratings	WSCUC Competencies
Ability to be clear and effective when writing	Written Communication
Ability to prepare and make a presentation	Oral Communication
Quantitative (mathematical and statistical) skills	Quantitative Reasoning
Library research skills (evaluating information sources)	Information Literacy
Analytical and critical thinking skills	Critical Thinking

Please rate your level of proficiency in the following areas when you started at this campus and now.

When you started here

1. Very poor
2. Poor
3. Fair
4. Good
5. Very good
6. Excellent

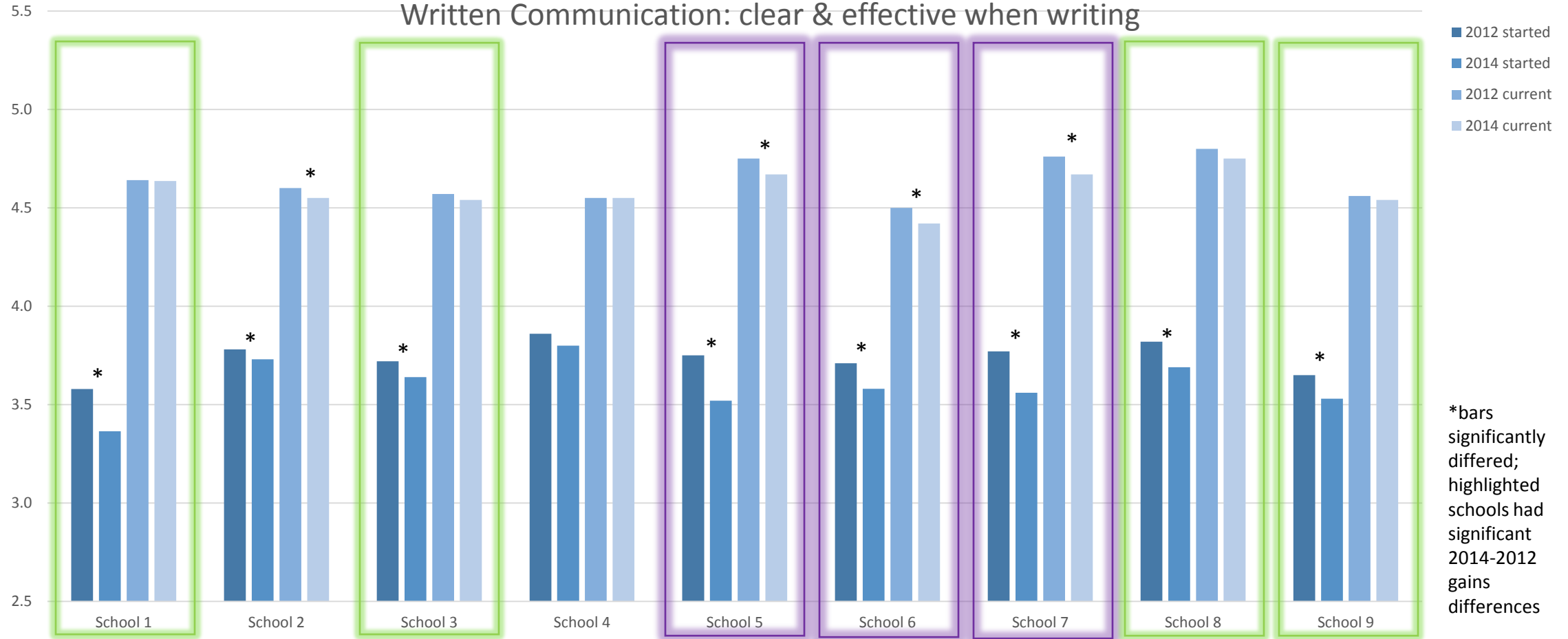
Current ability level

1. Very poor
2. Poor
3. Fair
4. Good
5. Very good
6. Excellent

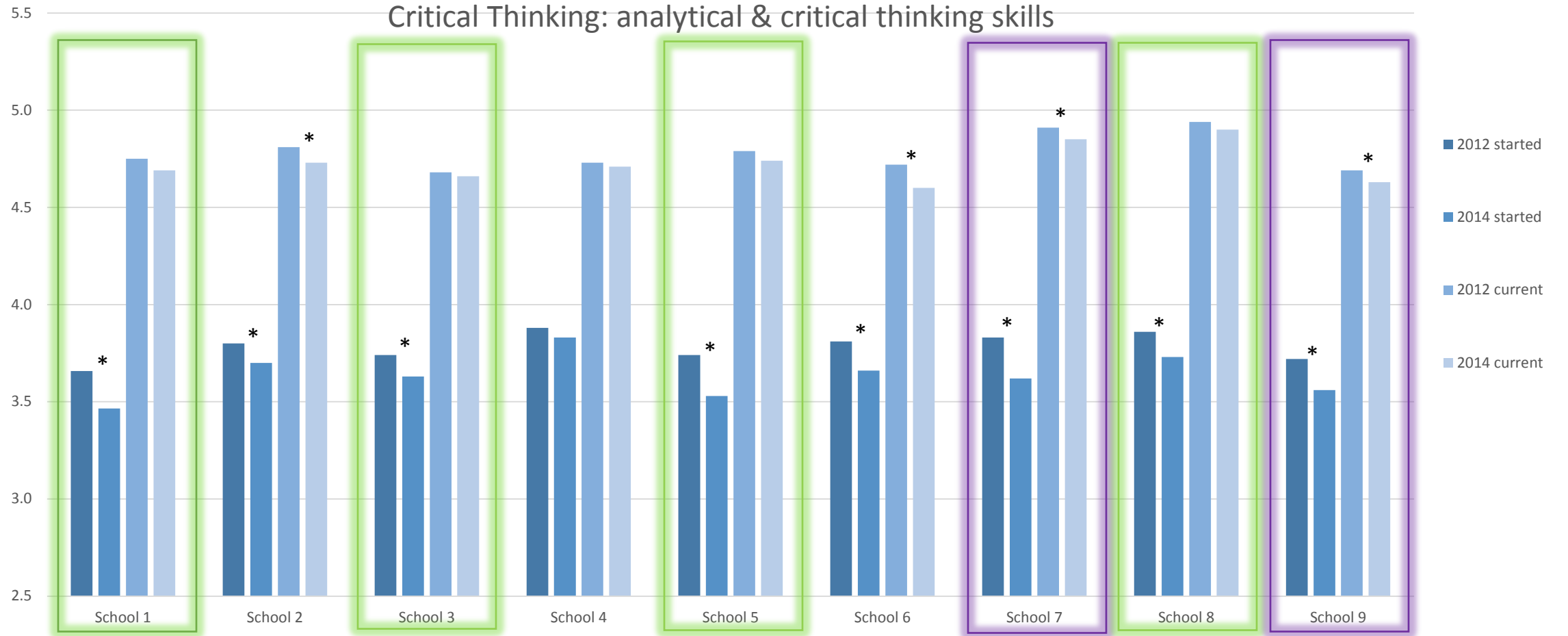
Learning gain differences (border highlighting) color key:

Green: 2012 current = 2014 current & 2012 started > 2014 started → higher learning gains attributable to lower average starting ability of newer students

Purple: 2012 current > 2014 current & 2012 started > 2014 started → no clear attribution for higher learning gains

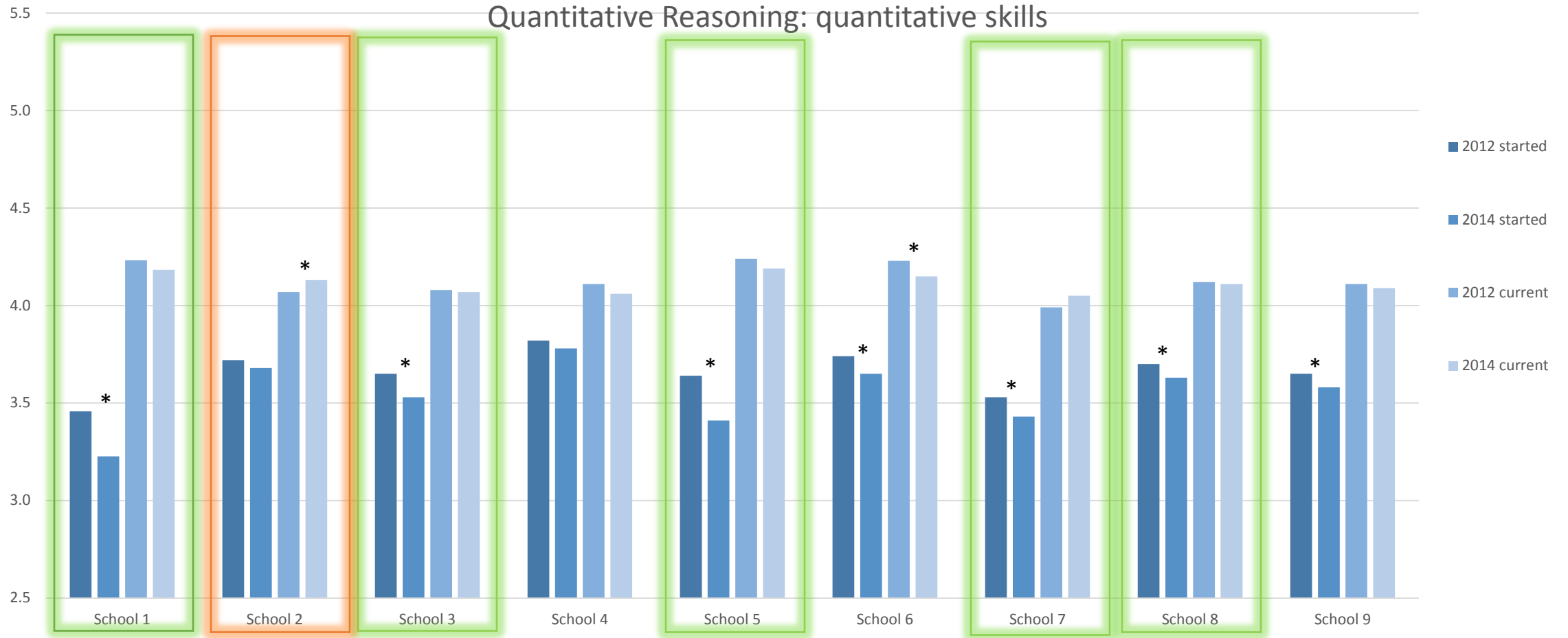


Critical Thinking: analytical & critical thinking skills

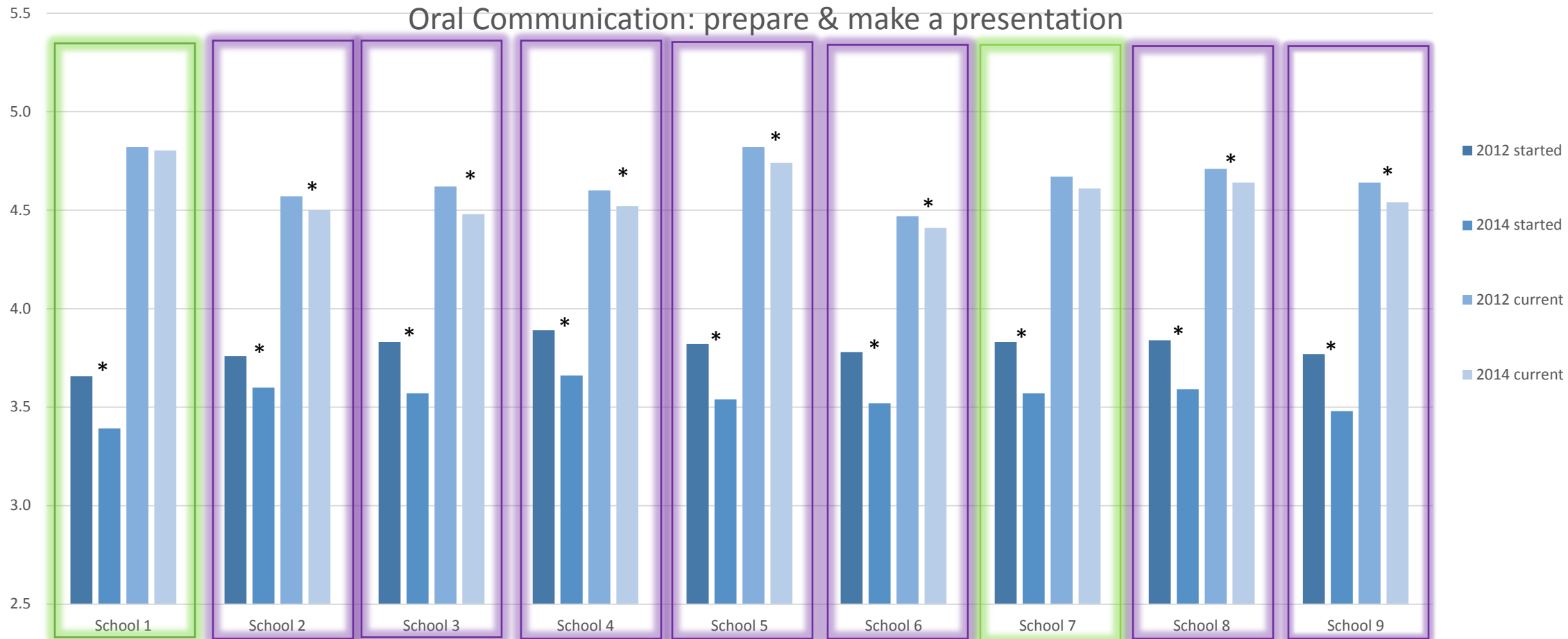


Learning gain differences (border highlighting) color key:

Orange: 2012 current < 2014 current & 2012 started = 2014 started → higher learning gains attributable to higher average current ability of newer students



Oral Communication: prepare & make a presentation



Information Literacy: library research skills



Uses and limitations of self-report survey data

- Nicholas A. Bowman (2014). The meaning and interpretation of college student self-reported gains. *New Directions in Institutional Research*.
- Serge Herzog and Nicholas A. Bowman, editors (2011, Volume 150) *New Directions in Institutional Research* issue on “Validity and Limitations of College Student Self-Report Data”.
- Stephen R. Porter (2012). Self-reported learning gains: A theory and test of college student survey response. *Research in Higher Education*.
- Stephen R. Porter (2011). Do college student surveys have any validity? *The Review of Higher Education*.
- George S. Howard (1980). Response-shift bias: A problem in evaluating interventions with pre/post self-reports. *Evaluation Review*.
- John Aubrey Douglas, Gregg Thomson, & Chun-Mei Zhao (2012). The learning outcomes race: the value of self-reported gains in large research universities. *Higher Education*