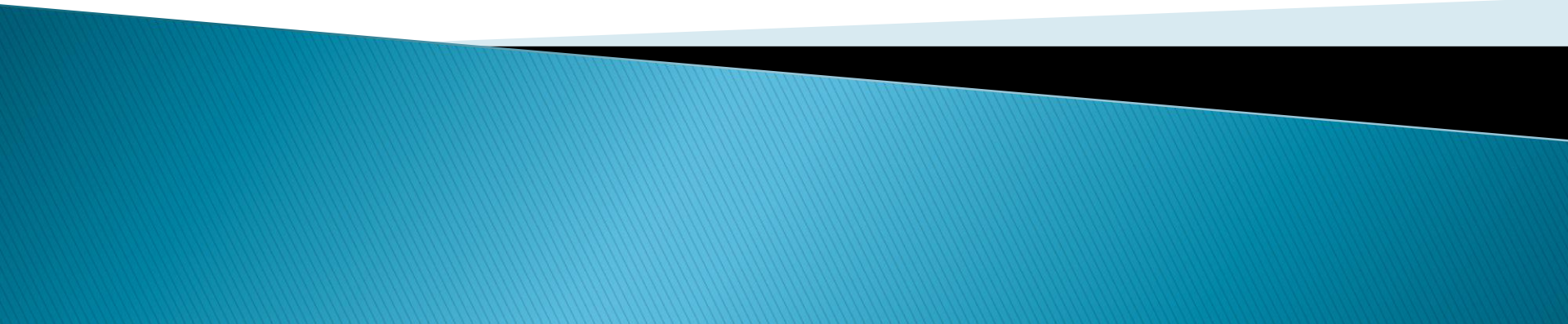


# *Choosing Assessment Tools for Course Learning Outcomes*



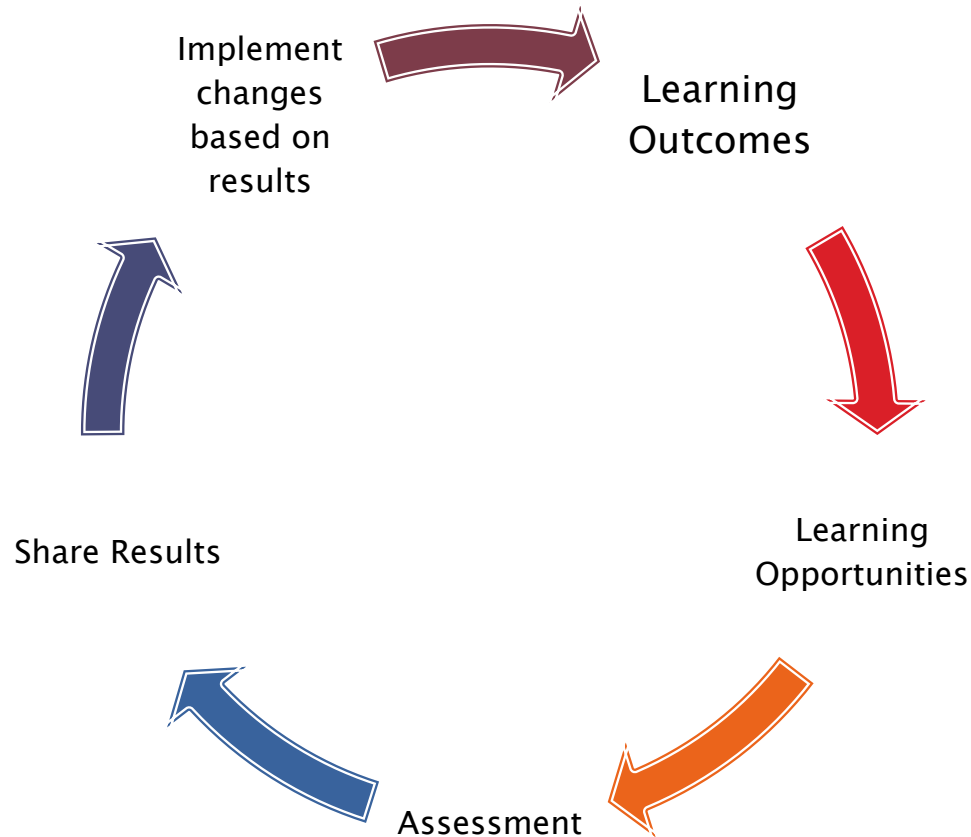
# Why Assess?

Assessment answers two basic questions: **What are our students learning, and how do we know?** (Angelo and Cross, *Classroom Assessment Techniques*, 1993)

**Assessment is the ongoing process of:**

- ▶ Establishing clear, measurable expected outcomes of student learning
- ▶ Ensuring that students have sufficient opportunities to achieve those outcomes
- ▶ Systematically gathering, analyzing and interpreting evidence to determine how well student learning matches our expectations
- ▶ Using the resulting information to understand and improve student learning

# The Teaching-Learning-Assessment Cycle



# Direct and Indirect Assessment Measures

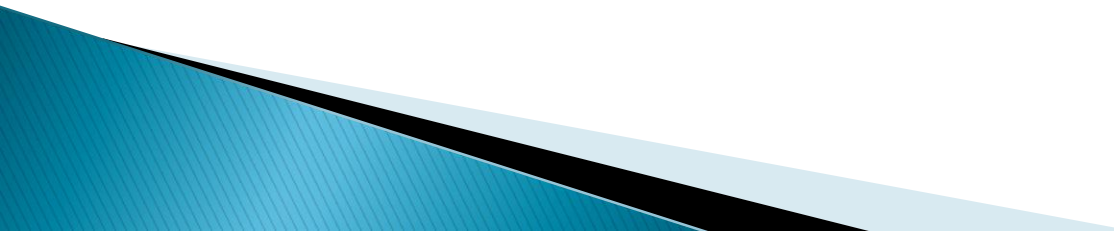
It is useful to include both direct and indirect assessment measures in your assessments.



# Direct Assessment Measures

**Direct measures** ask students to demonstrate their learning.

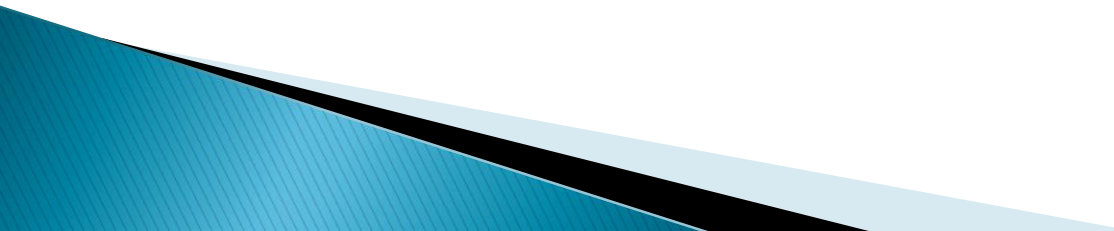
**Direct assessment measures include:**

- ▶ objective tests
  - ▶ essays
  - ▶ case studies
  - ▶ problem solving exercises
  - ▶ presentations
  - ▶ classroom assignments
- 

# Indirect Assessment Measures

**Indirect methods** ask students to reflect on their learning.

Indirect assessment methods include:

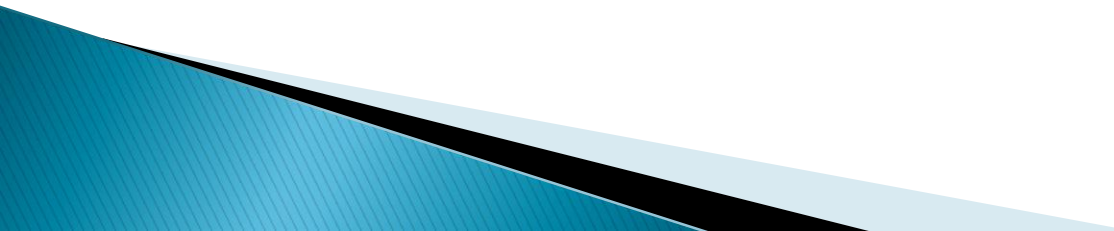
- ▶ surveys
  - ▶ interviews
  - ▶ student reflection essays
  - ▶ self-assessment essays
- 

# RUBRICS

## **PROS:**

- ▶ Defines clear expectations
- ▶ Can be used to score many kinds of assignments or exams, or a body of work over a semester.
- ▶ Faculty define standards and criteria and how they will be applied.

## **CONS:**

- ▶ Faculty must agree on how to define standards and criteria and how they will be applied.
- 

# Information Literacy Rubric

## Skill #2

Information Literacy Skill	Beginning	Developing	Competent	Accomplished
<b>Sources located, searched and selected for this project are within the proper scope (ACRL 1.2; 2.2)</b>	<ul style="list-style-type: none"> <li>Student had an unclear understanding of appropriate keywords</li> <li>Student used inappropriate tools and unclear search strategy to find information</li> <li>Student identified few or no relevant information sources</li> </ul>	<ul style="list-style-type: none"> <li>Student had a basic understanding of appropriate keywords</li> <li>Student used a few appropriate search tools and had a basic search strategy</li> <li>Student found a limited number or limited variety of relevant sources</li> </ul>	<ul style="list-style-type: none"> <li>Student had a clear understanding of appropriate keywords</li> <li>Student used search tools effectively and had a clear and focused search strategy</li> <li>Student found a variety of information sources that directly fill the information need</li> </ul>	<ul style="list-style-type: none"> <li>Student had excellent understanding of appropriate keywords</li> <li>Student used multiple search strategies to find the best sources for the topic</li> <li>Student's source selection exceeded expectations and the required number of sources</li> </ul>

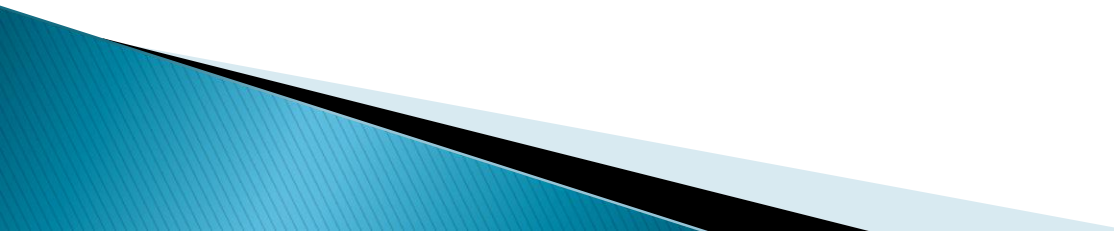


# COMMON FINAL EXAM or COMMON CAPSTONE PROJECT

## **PROS:**

- ▶ Good method to measure growth over time with regards to a course
- ▶ Cumulative
- ▶ The data is more robust if all students complete the same assessment
- ▶ Provides an additional buffer between student learning performance and an individual instructor's teaching performance.

## **CONS:**

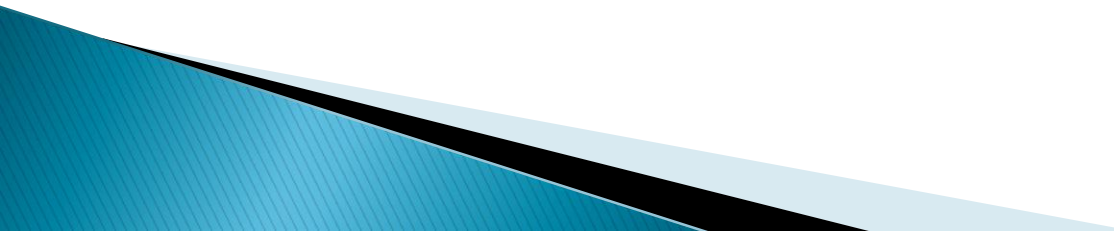
- ▶ Focus and breadth of assessment are important.
  - ▶ May result in additional course requirements
  - ▶ Requires coordination and agreement on standards
- 

# EMBEDDED TEST QUESTIONS

## **PROS:**

- ▶ Good method to measure growth over time with regards to a course
- ▶ Cumulative.
- ▶ The data is more robust if all students complete the same assessment.
- ▶ Provides an additional buffer between student learning performance and an individual instructor's teaching performance.
- ▶ Embedded questions can be reported as an aggregate.

## **CONS:**

- ▶ May result in additional course requirements
  - ▶ Requires coordination and agreement on standards
  - ▶ If some instructors embed and others do not, the data will be difficult to compare and analyze
  - ▶ Separate analysis of embedded set of questions is required
- 

# Other Assessment Tools

- ▶ Problem-Solving Exercises
  - ▶ Case Studies
  - ▶ Student-Created Flowchart or Diagram Assignment
  - ▶ Checklists
  - ▶ Reflective Essays
  - ▶ Student Surveys or Interviews
  - ▶ Standardized Cognitive Tests
  - ▶ Multiple Choice Exams
  - ▶ Pre-Test/Post Test Evaluations
- 