Student Services & Enrollment Management
Departmental Assessment Plan Extended Description

Assessment Methods & Instrumentation: Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable.

What Are Assessment Methods? Strategies, tools, techniques and instruments for collecting information to determine the extent of student learning (meeting student learning outcomes). The more methods you use, the greater the learning will reflect. Using one method tends to be one dimensional and may only capture a part of student learning

Questions to ask?

- What information will you collect that will answer the determine whether the program goals have been met?
- Will you use multiple methods to assess each student learning outcome
- Will you include both indirect and direct assessment methods
- Will you include both qualitative and quantitative methods
- Choose methods that allow the assessment of both strengths and weaknesses
- Utilize ways to directly assess student learning outcomes

Each program will select the assessment methods that will provide the most useful and relevant information for the purposes that the program and its faculty/staff have identified. When selecting which assessment methods to use, **consider what questions need to be answered, the availability of resources, and the usefulness of the results.** Programs may find it valuable to identify what information currently exists in the program that can be utilized as well as what assessment methods have been used for past assessments

Overall, your assessment method should reflect the learning that you are seeking to assess. Thinking about Bloom's taxonomy, the different levels of thinking would require different assessment methods. Additionally, be intentional about the needed time to engage in the skill set you are attempting to accomplish. In other words, a more in-depth thinking level would necessitate more in-depth assessment and time. It is the difference between Assessment "for" learning and Assessment "of" learning.
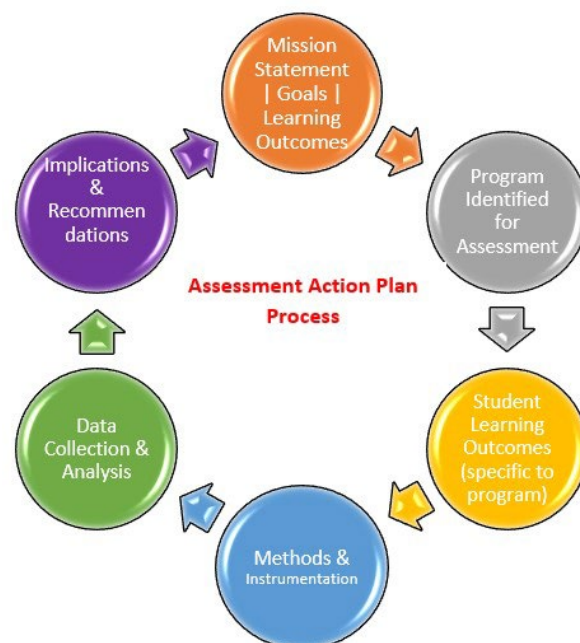
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Bloom's Taxonomy (Level of Learning)	Types of Assessment
Prior knowledge, Recall, Understanding	One-Minute Paper, Survey, Muddiest Point
Synthesis & Creative Thinking (Deeper learning)	Interviews, Focus groups, open ended survey questions, reflection statements
Problem Solving	Document steps necessary for resolution Document solutions to address problems
Application and Performance	Direct Paraphrasing, Lead activity, Student-generated test questions
Student Awareness of Attitudes & Values	Ethical Dilemma Case Studies
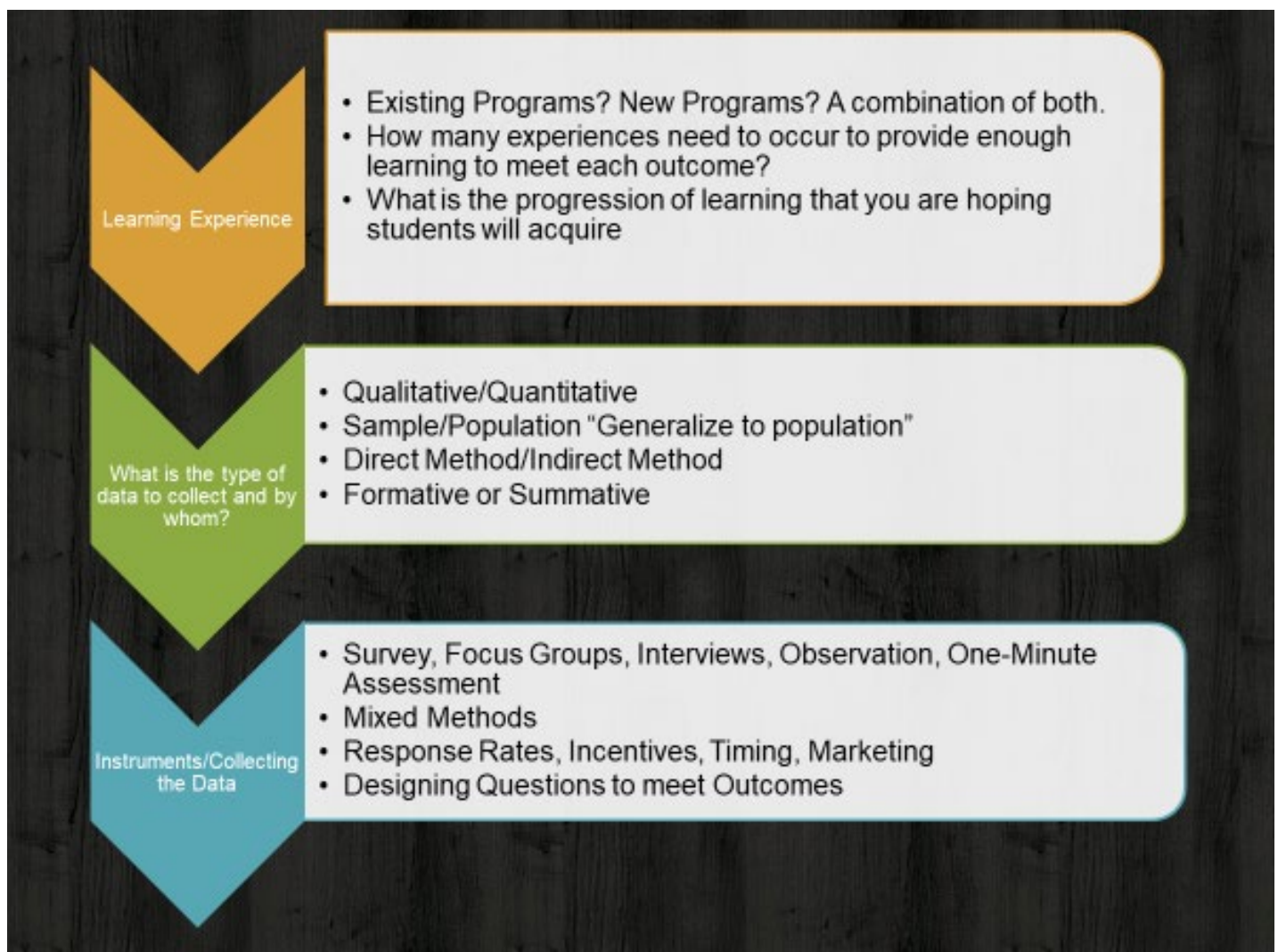
Lets Start Thinking:
Assessment Types and Methods

What METHOD will you use to capture a learning experience?

Indirect Measures:
Providing knowledge or perceived knowledge. Self-reported "Reflection"
   Example: Closed-End Question (Not showing a demonstration of knowledge).
   Instruments: Focus Groups, Survey, Exit Interview

Direct Measures:
Capturing knowledge by demonstration
   Examples: Pre/Post tests, Activity, Presentation, Open-ended survey questions
   Instruments: Quiz, Rubrics, Survey

Qualitative Data:
Descriptive information/Understanding reasons & motives for behavior narratives that don't always yield results that can be reduced to numbers "Depth & Breadth"
Example: Open Ended Questions
Instruments: Focus groups/interviews and observation.

Quantitative Data:
Numbers, Likert scale- Lacks depth.

Formative Assessment
Measurement during activity to change experience based off of immediate feedback.

Summative Assessment
Measurement taking place after learning experience. Can be applied in the future.

One accurate measurement is worth a thousand expert opinions
Grace Hopper

Method & Instrumentation

Qualitative vs. Quantitative
Direct vs. Indirect
Formative vs. Summative

At the beginning of every evaluation

I know our project works — No, you don't

freshspectrum.com

Methods (Stategies to harnass learning)	Description	Instrumentation	Example Experience
Qualitative	Data collected through narratives	focus groups/interviews and observation, case study, "Depth and Breadth"	Study abroad
Quantitative	Data collected through numbers, frequencies, statistical analysis, likert scale	Survey, polls, Lacks depth	Orientation
Direct	Asks students to demonstrate their learning	Pre/Post tests, Activity, Presentation, Open-ended survey questions, Rubrics	Leadership assessment/social Justice Awareness, Course learning
Indirect	Asking students to reflect on their learning	Focus Groups, Survey, Exit Interview	Orientation, co-curricular workshops, career services
Formative	Formative-Provide on going feedback that can be used by facilitator to improve learning	focus group, group discussion, questionnaire	workshops, civic engagement
Summative	Evaluate learning at the end of a program/series of events against a standard/benchmark		Curriculum, series of thematic workshops, leadership curriculum, skill development workshops

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Qualitative Analysis
Descriptive information/Understanding reasons & motives for behavior narratives that don't always yield results that can be reduced to numbers "Depth & Breadth"

Example: Open Ended Questions
Instruments: Focus groups/interviews and observation.

Quantitative Analysis
When answers are numbers or results are turned into numbers/frequencies - Lacks depth.

Example: Likert scale
Instruments: Survey

Indirect Measures
Surveys | Interview | Focus Group | Essay (Reflective) |National Benchmark Surveys

- Ask students to reflect on their learning rather than demonstrate it.
- Capture students' perceptions of their learning and the educational environment that supports learning
- Provide signs that students are probably learning, but the evidence of exactly what they are learning is less clear.

Direct Measures
Rubrics for evaluating | Essays/Papers | Skills assessment | Fill in the blank/short answer
Capstone projects |Presentation |Leading/Facilitating Activities| Performances/Presentations |Running a meeting

- Require students to display their knowledge and skills as they respond to the instrument itself.
- Look at student work products or performances that demonstrate level of learning.
- Are tangible, visible, self-explanatory evidence of exactly what students have and haven't learned

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Below is an activity to assist in deciding on Method and Instrumentation

For each learning outcome:
Decide the level of learning taking place (reference Blooms Taxonomy),
Decide how you will be capturing the learning (through demonstration or reflection),
Decide whether you will assess within the experience or at the end of the experience,
Decide whether you will be gathering #'s, narratives, or both
Decide on the tool that will be used to gather the data

Blank Template Here

1.   Look at your learning outcome, what behavior is going to be measured. In other words, what is the learning you expect to take place/measure. Add this to the Outcome Column.

2.   What method/Instrument will you be using to measure the learning. Please include Direct or Indirect; Formative or Summative; Qualitative or Quantitative,

Outcome: What will they know or be able to do?	Blooms Taxonomy	Direct or Indirect	Formative or Summative	Qualitative or Quantitative	Possible Instrument

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References:

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Guidelines are adapted from University System of Georgia: Task Force on Assessing Major Area Outcomes, Assessing Degree Program Effectiveness (1992); and Western Carolina University, Assessment Resources Guide (1999).