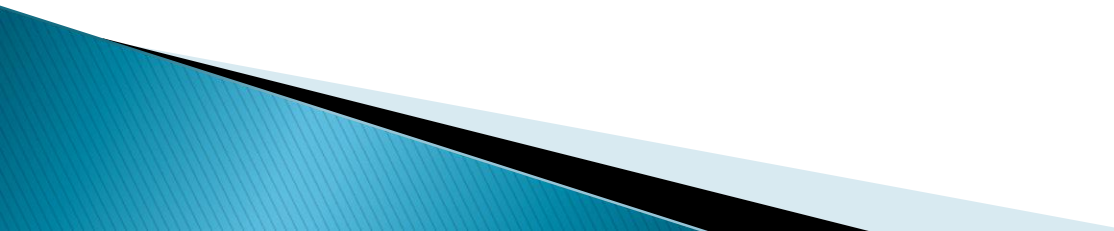


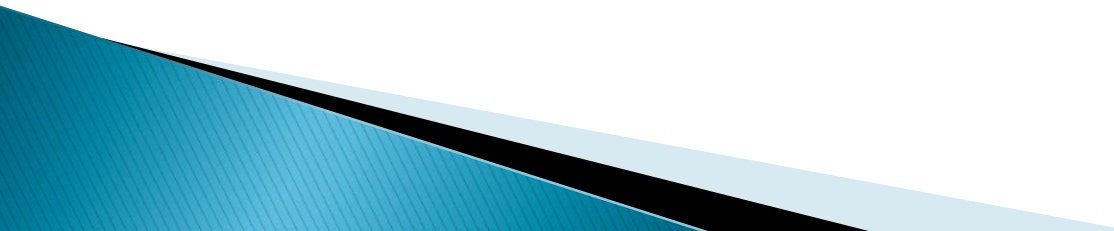
MEANS OF ASSESSMENT

Best Practices in Assessment, Workshop 2
December 1, 2011

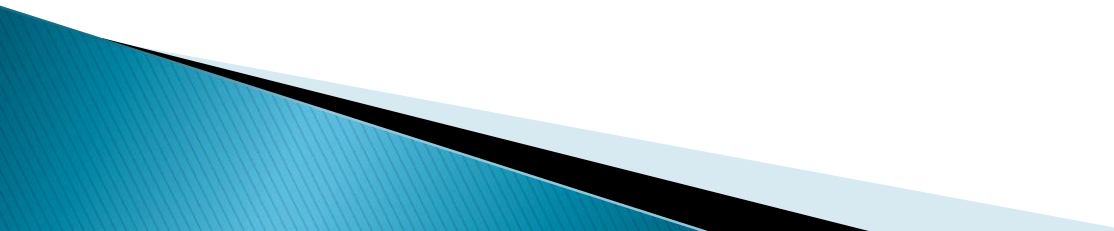
PARTS OF OUR ASSESSMENT PLAN

1. Choose an intended outcome to assess.
Write a learning outcome.
 2. Relate the intended outcome to one (or more) of the General Education Requirements.
 3. Relate the intended outcome to one (or more) component of the College Strategic Plan (2011 – 2012).
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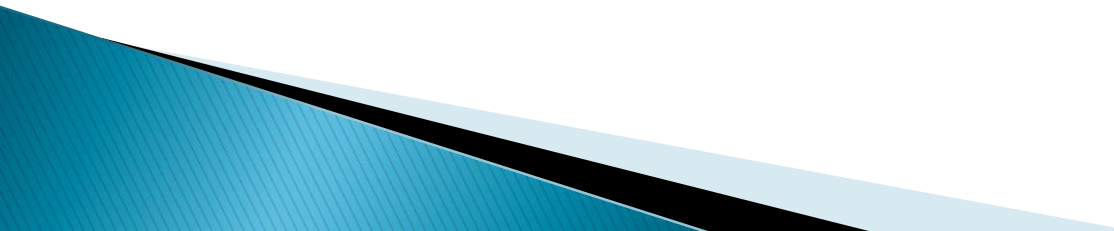
PARTS OF OUR ASSESSMENT PLAN (cont.)

4. Determine what means of assessment will be used, what type of data will be collected, and what is the desired result.
 5. Implement the plan and collect the data.
 6. Summary of the results.
 7. Recommendations for improvement.
- 

Choosing an Assessment Method

- ▶ Each department must choose assessment methods that are appropriate to departmental goals and objectives.
 - ▶ The methods should provide useful and relevant information for the learning outcome that is being assessed.
 - ▶ Choose assessment methods that allow you to assess the strengths and weaknesses of the program.
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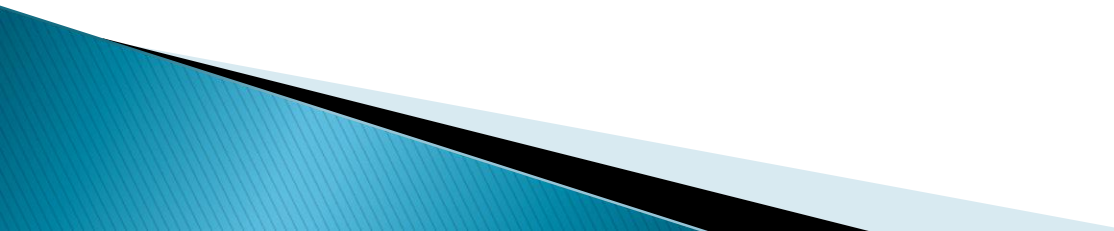
KEY QUESTIONS WHEN CHOOSING EVALUATION INSTRUMENTS

1. Is the evidence provided by the assessment method related to the learning outcome?
 2. Is evidence gathered from a variety of classes (face to face, on-line, day, evening)?
 3. Do the results make sense?
 4. Does everyone interpret the responses the same way?
- 

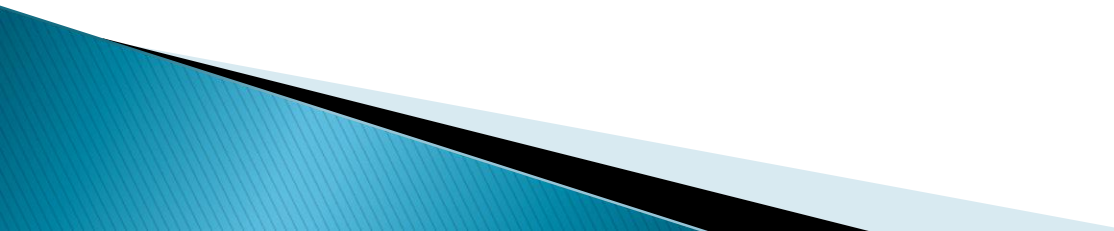
STRATEGIES FOR ASSESSING

- ▶ Use embedded means of assessment as much as possible.
- ▶ Don't try to assess all program goals at once. Comprehensive does not mean assessing everything.

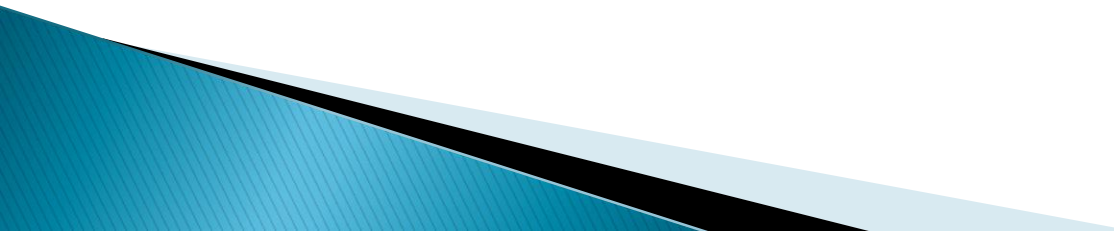
Methods of Assessment

- ▶ **Use multiple methods to assess a learning outcome because:**
 - A. Multiple measures can assess different components of a complex task.
 - B. There is no need to try to design a complicated all-purpose method.
 - C. There is greater accuracy and authority achieved when several methods of assessment produce similar findings.
- 


DIRECT EVIDENCE OF STUDENT LEARNING

- ▶ Provides evidence of whether or not a student:
 - Has command of a specific content area.
 - Exhibits a particular skill.
 - Demonstrates a particular quality in his/her work.
- 

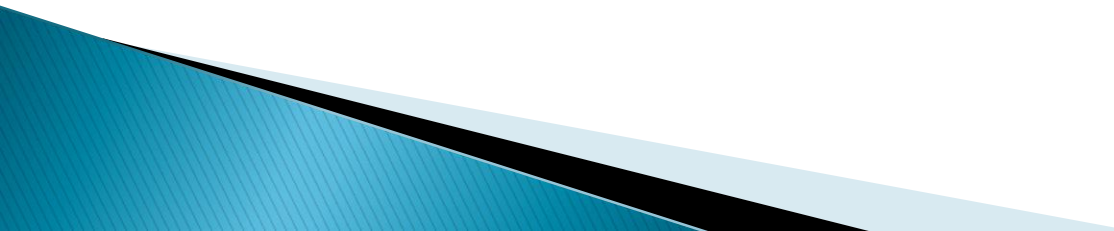
Quantitative and Qualitative Measures

- ▶ Quantitative measures assess learning by collecting and analyzing numeric data using statistical techniques, i.e. *grades, standardized tests, exam scores*.
 - ▶ Qualitative measures rely on descriptions rather than using numerical data, i.e. *observations, surveys, interviews, open-ended questions*.
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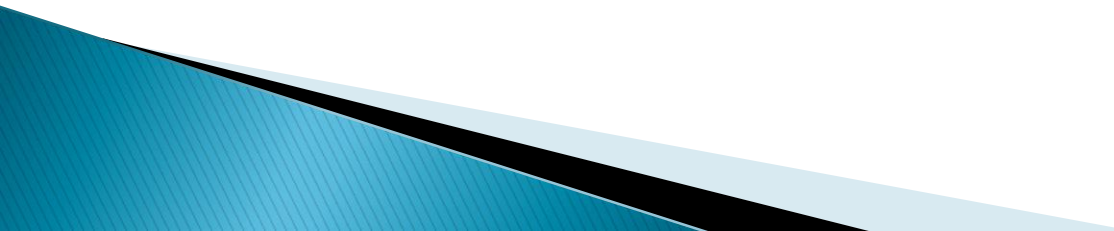
Examples of Direct Measures

- ▶ Student capstone projects
 - ▶ Pass rates or scores on licensure or certification tests
 - ▶ Student presentations
 - ▶ Standardized tests
 - ▶ Case study analyses
 - ▶ Examinations & quizzes
 - ▶ Observation of field work, service learning, or clinical experience
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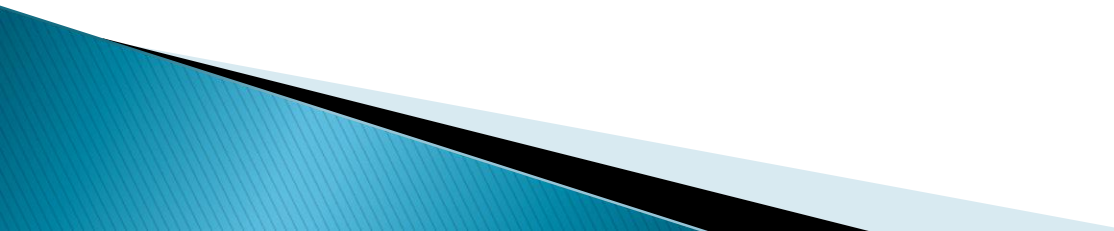
INDIRECT EVIDENCE OF STUDENT LEARNING

- ▶ Asks students to reflect on their learning.
 - Does not evaluate student learning per se.
 - Focuses on the learning process and the learning environment.
 - Should not be the only means of assessing an outcome. Use in conjunction with a direct measure.
- 

Examples: Indirect Methods

- Surveys of students, employers, alumni
 - Focus group interviews of students, faculty, employers
 - Reflection papers
 - Job placement data
- 

DESIRED RESULTS

- ▶ What level of performance are you looking for?
 - ▶ What percentage of students will achieve a score of _____ % on the assessment?
 - ▶ What percentage of students will achieve at least a (numeric or letter grade) of _____ on an assessment?
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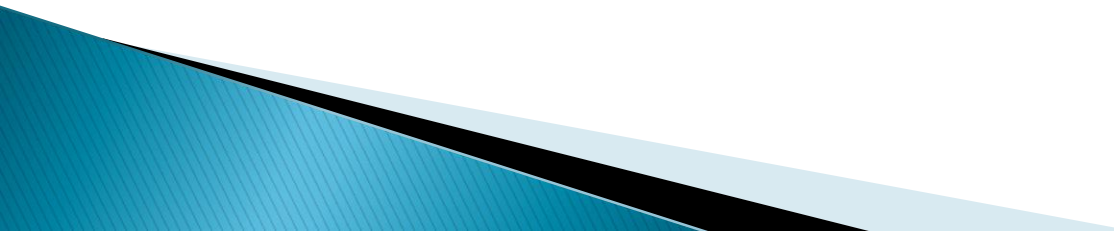
Assessment Sample #1

- ▶ Intended Outcome:

Students will demonstrate an understanding of their role as a *nurse/dental hygienist /radiation therapist*.

Assessment Sample #1 (cont.)

► Means of Assessment:

- 90% of students will pass the _____ state licensure test. (quantitative measure / direct measure)
 - Case study using a phantom in a laboratory setting. 75% of students will achieve a score of 3 or above on the rubric. (quantitative measure / direct measure)
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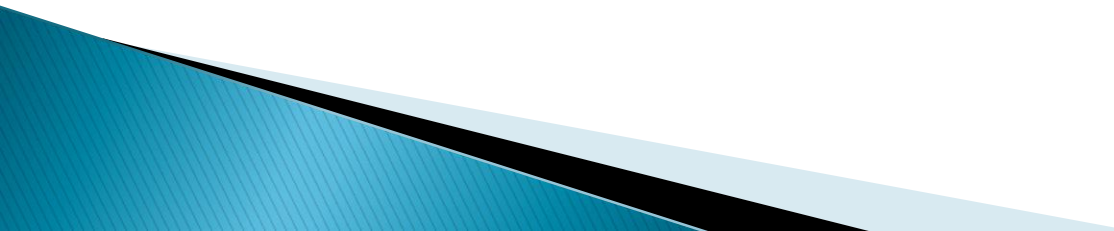
Assessment Sample #2

- ▶ Intended Outcome:

Students can apply their knowledge of early childhood development and best practices to organize and implement appropriate learning experiences in an early childhood setting.

Assessment Sample #2 (cont.)

▶ Means of Assessment:

- Instructor's observation of student progress. 80% of students will achieve a 3 or better on the evaluation checklist. (quantitative / direct measure)
 - Students will write a reflection piece on their experience working in an early childhood setting. (qualitative / indirect measure)
- 

Acknowledgements

Assessing Student Learning, 2nd edition,
Suskie, Jossey-Bass.

Program Based Review and Assessment:
Tools and Techniques for Program
Improvement, Office of Academic Planning
and Assessment, University of Massachusetts
at Amherst.

Student Learning Assessment: Options and
Resources, 2nd edition, MSCHE.



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