

## Reporting Assessment Methods, Spring 2006

In **June, 1998**, the Office of Institutional Effectiveness at CTC prepared and published a report titled "CTCD Assessment Methods Guide". The Assessment Methods Guide was developed to help faculty identify tools they can use to determine the effectiveness of their units, departments and programs. The following is quoted from this report:

"We hear frequent talk from college administrators, accreditation bodies, and state officials about the need to conduct effective assessment. But assessment is not vogue. Perhaps this is why nearly everyone who writes of assessment in higher education requires some variation on a theme articulated by Terrenzini (1989), p. 644): "assessment is here to stay. However, regardless of the assessment's permanence, it is a highly current issue that we in higher education must address now and for the foreseeable future."

In **spring, 2006**, faculty at CTC completed a template to report updated student learning outcomes, classify them as to Bloom's taxonomy dimensions (cognitive, affective, and psychomotor), and to identify methods of assessment. Using the CTCD Assessment Methods Guide as a foundation and reports from CTCD faculty, the Assessment Methods Chart was developed to include information regarding details of the measurement technique, a categorization of the type of use (direct/indirect and formative and/or summative) and comments on how the assessment method informs or enhances learning for students.

<b>ASSESSMENT METHODS AND MEASURING TECHNIQUES</b>			
<b>Method</b>	<b>Measurement technique</b>	<b>Type of Use: direct, indirect, formative, summative</b>	<b>How it informs/enhances learning for students</b>
Computer embedded quizzes in CAI	The CAI program software analyzes student responses and	Direct, formative and/or summative	Students receive progress reports and can use that information to choose too strengthen weak

	reports progress on skill sets to both the student and the instructor.		areas of learning
Pre-tests (objective)	Scoring of responses	Direct, formative	Informs students of gaps in knowledge
Exams, post tests (objective)	Scoring of responses	Direct, summative	Informs students of comprehensive gains
Student conferences	Checklists, faculty created forms, contracts	Indirect, formative	Provides feedback to students regarding progress in course
Writing assignments	Peer editing, rubrics, instructor anecdotal comments	Direct, formative	Provides critical feedback to students, provides opportunities to correct and master
Quizzes	Scoring of responses	Direct, formative	Frequent quizzes inform students of gaps in learning, corrections or review provide feedback
Student demonstration	Checklists, rubrics, peer assessment	Direct, formative, summative	Frequent demonstrations provide opportunities for feedback to students, practice in skills; summative demonstrations provide grades
Homework assignments	Points assigned, scoring	Direct, formative	Provides corrective

			feedback
Classroom discussions	Anecdotes by instructor	Direct, formative	Peer interaction; constructing learning through guided dialogue about discipline
Classroom exercises	Scoring, rubrics, checklists	Direct, formative	Formative exercises completed during class time provide feedback to students
Classroom assignments			
Simulations	Rubrics, checklists, self assessment	Direct, formative	Used for practice leading to mastery of competencies or skill sets; opportunities for self, instructor and peer feedback
Debates	Points scored, rubric	direct, formative or summative	Debates for practice provide feedback to students, clears misunderstandings; summative debates provides comprehensive analysis of learning outcomes
Term papers	Rubrics, instructor anecdotal comments and points scored	Direct, summative	Comprehensive information to student about topic and/or form
Article summaries	Points earned, checklists	Direct formative	Preparation on a topic; building background

			knowledge
Journal writings/reflections	Points accumulated	Indirect, formative and summative	Formative provides opportunities for self-reflection by students; feedback to students; summative analyzes learning gains/attitudinal changes
Critical papers with MLA	Rubrics, instructor anecdotal comments and points scored	Direct, summative	Comprehensive information to student about topic and/or form of writing
Audience analysis	Survey questions	Indirect, formative	Provides valuable information about the "personality" and needs of the speaker's intended audience
Speeches	Peer and instructor feedback	Indirect, formative	Provides information about the speaker's strengths and weaknesses
Peer critiques	Survey, rubrics, questionnaires	Indirect, formative	Provides feedback, informative criticism to apply to next project
Preliminary research activities	Rubrics, instructor anecdotal comments and points scored	Direct, formative	Provides a research "progress" report for student and instructor; discourages procrastination

Research papers	Rubrics, instructor anecdotal comments and points scored	Direct, summative	Demonstration of the student's ability to research, organize, summarize, and comment upon the chosen topic
Essays	Rubrics, instructor anecdotal comments and points scored	Direct, summative	Demonstration of student's ability to discover a topic, develop a thesis, organize, and detail a 500-750 word document
Peer editing	Survey, rubrics, questionnaires	Indirect, formative	Provides feedback, informative criticism to apply to next writing project
Capstone experience	Rubrics, industry surveys, Self assessments, critical reflections	Direct, summative	Students make important connections among courses; use knowledge to apply to real world situations
Small group participation	Rating sheets, checklists	Indirect, formative	Increases student engagement
Presentations	Rubrics,	Direct, summative	Students advance their communication skills
Case evaluations	Rubrics	Direct, summative	Students increase real world problem solving abilities
Collaborative group work	Rubrics, checklists	Indirect, Formative and summative	Reporting ongoing productivity and group processes

			advances students' knowledge about achieving goals in a collaborative setting; final analysis (summative) provides comparable score or grade
Informal CATs	All forms	Direct, indirect formative	Provides information and feedback to students and to instructors
Practice tests	Scoring, critical reflection by instructors and peers	Direct, formative	Provides feedback to students, diagnostic information to instructors, student goals to improve learning, opportunities to retest
Portfolio	Rubrics, questionnaires, critical reflection, instructor and peer assessment	Direct, indirect, Formative and/or summative	Feedback over time, longitudinal information, development, guides future efforts, encourages students to take responsibility for learning
Observation	Checklists, rubrics, matrices, instructor developed	Indirect, Formative and/or summative	Formative observations by instructors provide critical feedback to

	forms		students and information on how to improve; summative observations provide a grade or rating to students
Student surveys, questionnaires	Self reported	Indirect, formative, summative	Formative information increases engagement of students, opportunity for student input and critical reflection; summative surveys or questionnaires provide information to instructors and others
Placement tests	Published tests are scored according to test publisher's norms	Direct, formative	Determines readiness for coursework; provides students with an opportunity to set goals for achievement
Standardized tests	Standardized tests are scored according to test publisher's norms	Direct, formative or summative	Formative provides feedback or diagnostic information; summative provides comprehensive analysis
Projects	Rubrics, checklists	Direct, indirect,	Comprehensive analysis, some

		summative	critical feedback on authentic tasks
Team projects	Rubrics, checklists, peer assessment, self assessment, surveys of team effectiveness	Direct, indirect, formative, summative	Feedback to students on collaborative efforts, meeting timelines, managing goals, and mastering the objectives of the team project
Peer assessments	Rubrics, checklists	Direct, formative	Feedback from peers; checks understanding of tasks, concepts
Concept Mapping	Rubrics, checklists, peer and instructor feedback	Direct formative	Critical thinking collaboration involving peers and instructors increase understanding and application of concepts to be mastered; learning gains over time are made evident; allows critical reflection by student