



Assessment Methods

College of Education and Human Development

In Collaboration with the COE,
the Office of Institutional Assessment,
and the Center for Teaching Excellence

Thursday, June 28, 2007



Agenda

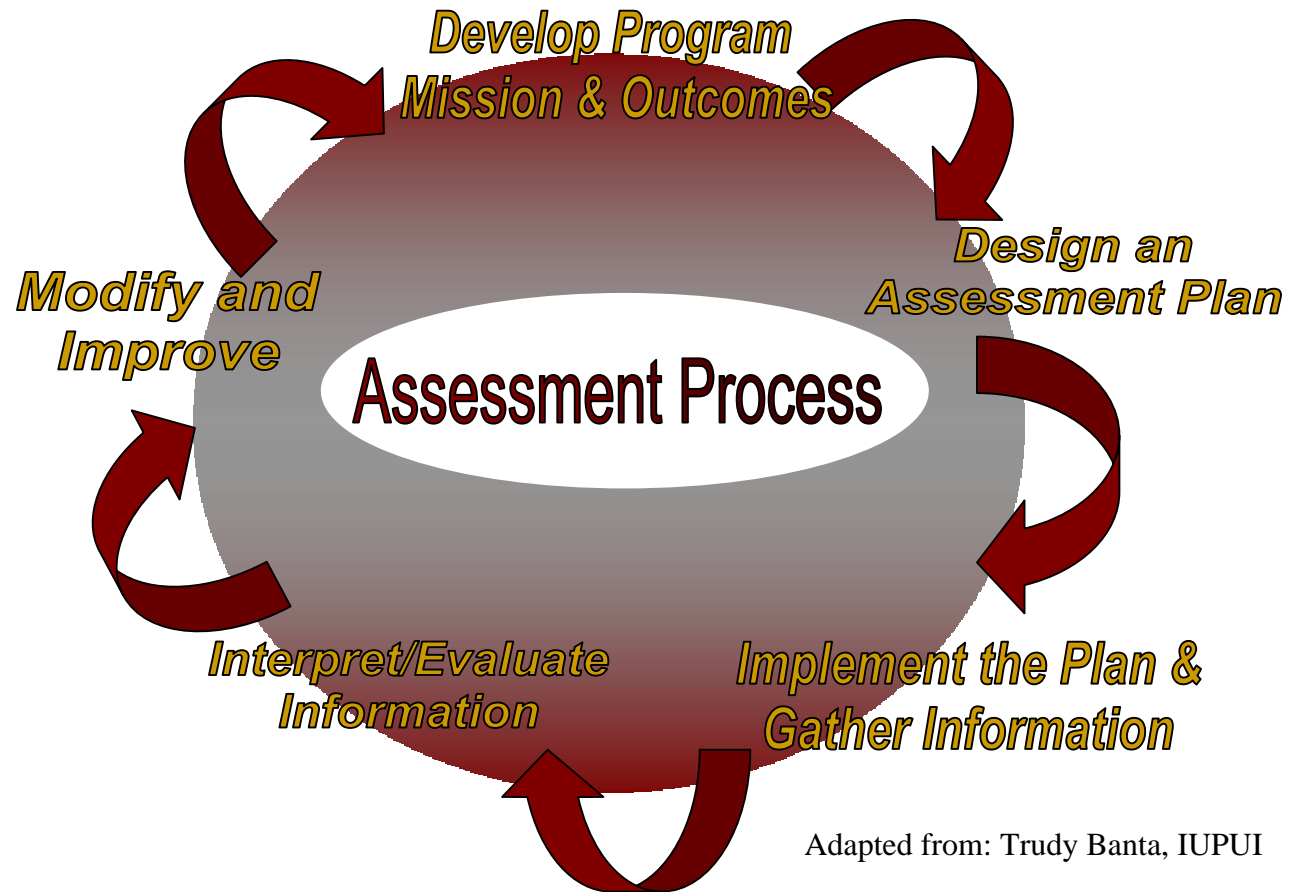
- ✦ Basic expectations
- ✦ Assessment Methods
- ✦ Questions



Basic Expectations

- ★ **Who:** Academic Degree Programs
- ★ **What:** Assessment Plan (only)
- ★ **Where:** E-mail to assessment@tamu.edu
- ★ **When:** Due date to the Office of Institutional Assessment-
Friday, December 14, 2007
- ★ **How:** Follow the basic form for an assessment plan
found at http://assessment.tamu.edu/asmt/plan_docs.html

Note: If you do not use the *Recommended Assessment Plan Optional Form*, please scan your assessment plan and send it to assessment@tamu.edu. All plans will be posted on the Assessment Web site.



Adapted from: Trudy Banta, IUPUI



What is “Good” Assessment?

Cost Effective

- Cost effective assessments
 - start with what you have,
 - are simple,
 - and keep paperwork reasonable.

(Suskie, 2006)



What is “Good” Assessment?

Reasonably Accurate and Truthful Results

- ◆ Key goals are used
- ◆ Variety of approaches
- ◆ Use direct evidence of student learning
- ◆ Perpetual works in progress (Iterative)
- ◆ Systematic

(Suskie, 2006)



What is “Good” Assessment?

Has Clear and Important Goals

- ◆ Goals are meaningful to you
- ◆ Includes appropriate standards for student performance

(Suskie, 2006)

TAMU has a set of over-arching student learning outcomes that you might find helpful as a starting point.



From the President's Task Force for Enhancing the Undergraduate Experience

- ✦ Critically Analyze
- ✦ Possess Personal Integrity
- ✦ Contribute To Society
- ✦ Master the Depth of Knowledge Required of a Discipline
- ✦ Communicate Effectively in Writing and Speaking



Methods of Assessment

After you have articulated your outcomes...

- ✦ Make sure that your program delivers them.
- ✦ Consider a curriculum map or program alignment



An Example of an Outcome Delivery Map

	Activity/Project/Workshop 1	Activity/Project/Workshop 2	Etc.	Etc.
Outcome 1				
Outcome 2				
Outcome 3				
Etc.				



Before Choosing an Assessment Method

- ✦ Think about what meeting the outcome looks like
 - ◇ Be sure to describe the end result of the outcome
 - ◆ This helps articulate the criteria for identifying when the outcome has been met
 - ◇ Describe how your program is delivering the outcome
 - ◆ There may be clues in the delivery of the outcome that help you to determine how to assess it



Assessment Methods

- ✦ Determine activities or projects that are useful and appropriate in achieving your outcome and where they are delivered
- ✦ Identify the naturally occurring assessment opportunity in your program
- ✦ Consider who will analyze the information and how easily it can fit into your regular responsibilities
- ✦ Consider your budget and timeline



Measurement Methods

(Palomba and Banta, 1999)

- ★ Evidence of learning—basically two types
 - ◇ Direct methods of collecting information that require students to display their knowledge and skills
 - ◇ Indirect methods that ask students to reflect on the student learning rather than demonstrate it

(View lists)



Take-Home Messages

- ✦ You do not have to assess *everything* every year
- ✦ Modify something already being done that is meaningful to the program
- ✦ Be flexible—this is an iterative process

Texas A&M University



QUESTIONS?

7/4/2007

Phillips, OIA





Resources

Palomba, C.A. and Banta, T.W. (1999). *Assessment essentials: Planning, implementing and improving assessment in Higher Education*. San Francisco: Jossey-Bass.

Suskie, L. (2006) *Five Dimensions of Good Assessment*. Presentation given at the 7th Annual Texas A&M Assessment Conference, February, 2007.