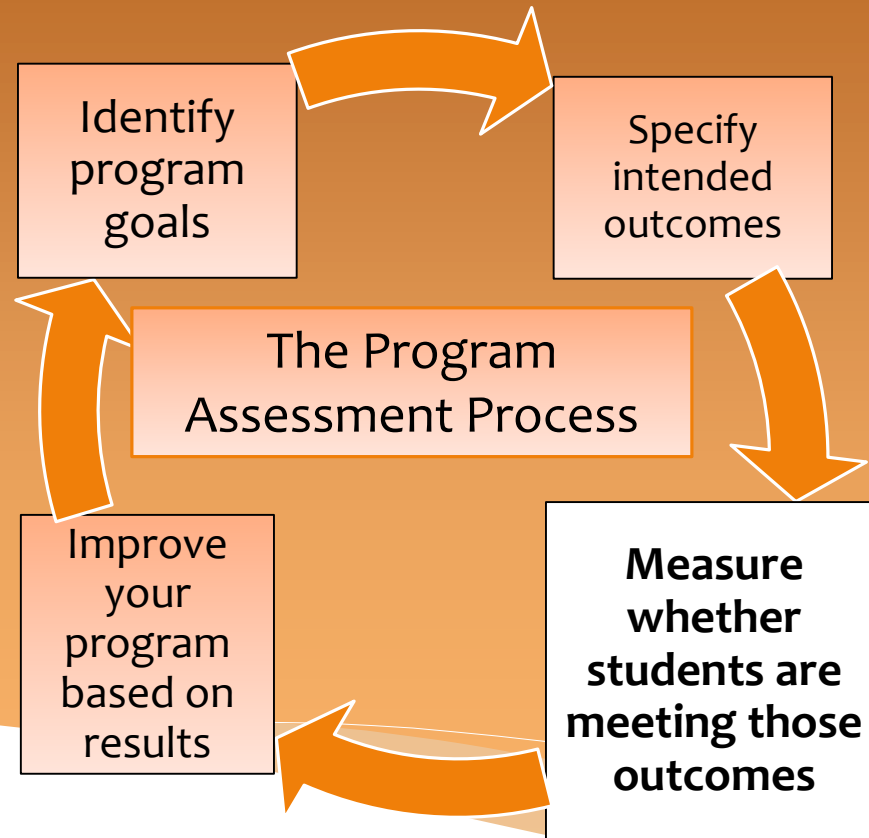


Program Assessment: Choosing Assessments



**Cathy Barrette, Director of Assessment
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Assessments

- * Data sources (information, evidence, metrics, performance indicators, proof) that demonstrate whether students are learning what your program intends at the desired level
 - * Draw on information you already have to make data collection more practical and less time-consuming
 - * One source might serve as data for multiple learning outcomes, but shouldn't overlap completely
- * Direct assessments are usually better than indirect assessments at demonstrating student performance

Common Direct Assessment Methods

Scores from:

- * Exams (or exam items/section)
- * Essays
- * Performances
- * Presentations
- * Projects
- * Papers
- * Portfolios

Common Indirect Assessment Methods

- * Responses from:
 - * Surveys
 - * Interviews
 - * Focus groups
 - * Student activity log
- * Institutional data (e.g., repeat class rates, retention rates, time to graduation)

Assessment Usefulness

- * Assessments provide:
 - * Information about students' knowledge, skills, beliefs, or values at the program level, which shows whether students' competencies grow across courses
 - * Concrete information to base programmatic decisions on
 - * Talking points for communicating among stakeholders
 - * A counterbalance to anecdotal evidence

Assessment: Guiding Questions

To help you select appropriate sources of evidence or data, consider the following questions:

- * What information does the assessment provide that helps identify how well students are meeting expectations for a particular learning outcome?
 - * Does it include extraneous information that will bias the data?
- * What *criterion level of performance* will you set?
- * Is it practical to gather this information (not too time-consuming or costly)?

Assessment: Pitfalls to Avoid

- * Using an overall exam or project score that is affected by performance beyond what's included in the learning outcome
 - * You can use a score from an appropriate section or just from some items, however
- * Focusing on information from a single course
 - * Learning outcomes should stretch across a program and multiple courses, therefore so should the assessment data
- * Collecting data, but not using it to improve the program!

Local Resources for Program Assessment

- * Cathy Barrette, WSU Director of Assessment

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- * WSU Assessment website (temporary url)

<http://undergrad.wayne.edu/assessment.php>

- * OTL staff, workshops and website:

<http://otl.wayne.edu/>

Want More Information?

- * Additional presentations explain how to:
 - * Write mission statements
 - * Write learning outcomes and curriculum maps
 - * Understand and use results from the assessments
 - * Use Compliance Assist to record your work
- * Each part has examples and pitfalls to avoid as well!