Data Collection Methods for Assessment

A System of Affirmation

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Goals of the Presentation

- A Framework of Assessment
- Differences Between Direct and Indirect Evidence
- Common Approaches to Assessment
- Questions and Answers

Framework of Assessment

<u>Program Mission Statement</u>

The *Program Mission Statement* is a concise statement of the general values and principles which guide the curriculum. It establishes a philosophical position from which the program forms its student learning outcomes and other objectives.

Note: The *Program Mission Statement* should be aligned with the mission of TCNJ.

Framework of Assessment

<u>Same Structure of a Program Mission Statement</u>

"The mission of (Name of Program) is to (your primary purpose) by providing (your primary function or activities) to (your stakeholders). (Additional clarifying statements)

Note: The order of the pieces of your mission statement can vary, and other structures are equally viable.

Framework of Assessment

<u>Primary Student Learning Outcomes</u>

Learning outcomes are statements that describe significant and essential learning that students have achieved, and can reliably demonstrate upon time of degree completion.

Note: Unless otherwise noted for discipline specific accreditation, I recommend that programs only identify 4 to 6 primary SLOs.

Framework of Assessment

Curriculum Map

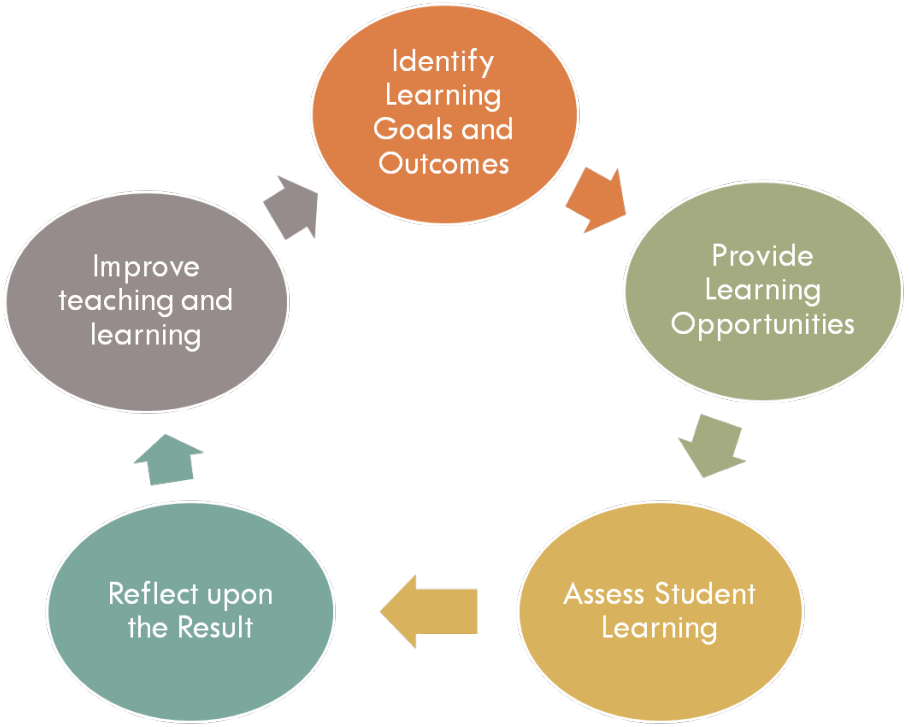
A curriculum map demonstrates the alignment between the primary student learning outcomes and the courses within the program. A good curriculum map should demonstrate the progression of learning from beginning to proficiency within the course structure.

English Program Outcomes Map
Courses and Activities Mapped to English Program Outcomes

	Outcome					
	1. Engage in close reading: interpret textual details and ambiguities	2. Advance a proposition or thesis, supporting claims with explicit reasoning and textual evidence.	3. Compose analytical papers in cogent and coherent prose.	4. Place an argument in conversation with the ideas of other critics and theorists.	5. Formulate a research question and locate it within an interpretive context, such as aesthetic, cultural, & historical	6. Conduct research: find, evaluate and cite secondary sources, using accurate MLA style conventions
Courses and Learning Activities						
ENG 101 Composition		I				
ENG 102 English Composition & Literature	I	I	I	I	I	
ENG 203 The Child as Expressed in the Novel	R		R	R		
ENG 209 English Composition & Research Writing		I	I	I	I	I
ENG 212 Online Research Methods		R	R	R	R	R
ENG 306 American Literature: Late 19th and 20th Centuries	R	R	R	R		R
ENG 314 Women Writers: 18th Century Lives and Works	R	R	R	R		R
ENG 318 Avenues to Children's Literacy	R	R	R	R		R
ENG 379 Multicultural Science Fiction	R	R	R	R		R
ENG 401 Advanced Creative Writing	R	R	R	R	R	R
ENG 421 Poetry	R					
ENG 499 Writing Internship						

Legend: I Introduced R Reinforced D Demonstrated M Mastered Show Outcome Descriptions Show Course/Activity Detail

Framework of Assessment



Framework of Assessment

<u>Other Common Concepts in Assessment</u>

- Assessment should be o*ngoing and continuous* not episodic.
- The assessment cycle should be *sustainable*
- Assessment should produce *clear and compelling evidence* of learning
- *Direct evidence* is preferred over indirect evidence

Direct and Indirect Evidence

Improving Disciplinary Writing (IDW) Rubric *

Student Learning Outcomes	Exceeds Standard	Meets Standard	Approaches Standard	Needs Attention
	4	3	2	1
1. **Students will be able to clearly state a focused problem, question, or topic appropriate for the purpose of the task.**	The topic is **comprehensive, clearly stated, creative, focused, manageable**, and demonstrates a **clear understanding** of the purpose of the task.	The topic is **clearly stated, focused, manageable**, and demonstrates **adequate consideration** of the purpose of the task.	The topic is **ambiguous** and **too broadly or narrowly focused**, but demonstrates **awareness** of the purpose of the task.	The topic is **weak (or missing)** and demonstrates **minimal knowledge** of the purpose of the task.
2. **Students will be able to identify relevant knowledge and/or credible sources**	Identified knowledge or sources are **relevant, credible, and high quality**.	Identified knowledge or sources are **mostly relevant and credible.**	Identified knowledge or sources are **minimally relevant and credible**.	Identified knowledge or sources are **not relevant or credible (or are missing).**
3. **Students will be able to synthesize information and multiple viewpoints related to the problem, question or topic.**	Evidence is synthesized to **reveal insightful patterns, differences and similarities** among multiple viewpoints.	Evidence is synthesized to **reveal patterns, differences and similarities** among multiple viewpoints.	Evidence is minimally synthesized and **may not reveal patterns, differences and similarities** among multiple viewpoints.	Evidence is **not synthesized** to reveal patterns, differences and similarities among multiple viewpoints **(or is missing)**.
4. **Students will be able to apply appropriate research methods and/or theoretical framework to the problem, question or topic.**	The critical elements of the methodology or theoretical framework are **skillfully developed or described** to address the problem, question, or topic.	The critical elements of the methodology or theoretical framework are **satisfactorily developed or described** to address the problem, question, or topic.	The critical elements of the methodology or theoretical framework are **minimally developed or described** to address the problem, question, or topic.	The critical elements of the methodology or theoretical framework are **weak (or missing)**.
5. **Students will be able to formulate conclusions that are logically tied to inquiry findings and consider applications, limitations and implications**	The stated conclusion **thoroughly evaluates** and organizes **all essential** information and is the logical outcome of inquiry.	The stated conclusion **evaluates** and relates logically to **all essential** information.	The stated conclusion **minimally evaluates** and relates logically to **some essential** information.	The stated conclusion is **absent or weakly evaluates** essential information **(or is missing)**.
6. **Students will be able to reflect on or evaluate what was learned.**	Reflection of results shows a **strong relationship** among content, lessons learned, and/or changes in personal perspective.	Reflection of results shows a **relationship** among content, lessons learned, and/or changes in personal perspective.	Reflection of results shows a **minimal relationship** among content, lessons learned, and/or changes in personal perspective.	Reflection of results shows a **weak or no relationship** among content, lessons learned, and/or changes in personal perspective **(or is missing)**.

IDW Rubric v.14 --*Rubric based on Inquiry and Analysis, Written Communication, and Critical Thinking VALUE Rubrics presented in Rhodes, T. L. (ed.). (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, D.C.: Association of American Colleges and Universities. Also available online at http://www.aacu.org/value/

Examples of Direct Evidence (Suskie, 2009)

- Capstone experiences such as research projects, presentations, etc. scored with a rubric
- Pass rates on appropriate licensure/certification exams
- Other written work, performances, or presentations, scored with a rubric
- Portfolios of student work
- Scores of locally-designed multiple choice and/or essay test accompanied by test “blueprints” describing what the test assesses.

Direct and Indirect Evidence

Examples of Indirect Evidence (Suskie, 2009)

- Course grades
- Assignment grades if not accompanied by a rubric or scoring guide
- Alumni perceptions of their career responsibilities and satisfaction
- Student ratings of their knowledge and skills and reflections on what they have learned in the course or program.

Common Approaches to Assessment

<u>Student Learning Portfolio</u>

- The portfolio provides multiple pieces (sources) of evidence that document student learning achievement aligned with various SLOs.

Note: Not all students need to be proficient in all areas at the time of degree completion.

Common Approaches to Assessment

<u>Comprehensive Final or Standardized Exam</u>

- A comprehensive final that is aligned with the primary SLOs
- Major Field Tests (ETS) are comprehensive undergraduate outcomes assessment designed to measure the critical knowledge and understanding obtained by students in a discipline

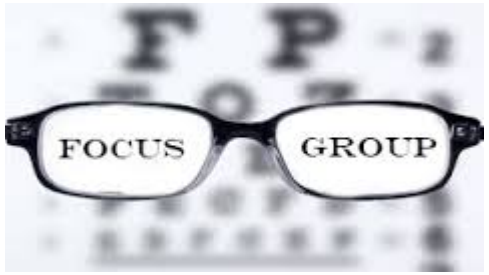
Note: Not all students need to be proficient in all areas at the time of degree completion.

Major Field Test
(MFT)

Common Approaches to Assessment

<u>Graduating Student Survey or Recent Graduate Focus Groups</u>

- A graduating student survey asking students to rate their attainment of the primary SLOs, and other areas within the program, can yield important insight into the program
- While survey data is considered indirect evidence, combined with direct evidence, it can serve to provide quality evidence of student learning



Common Approaches to Assessment

<u>Sustainability and Sampling</u>

- It is recommended to try to do only one major assessment project per academic year unless required to do something else for accreditation.

- The common threshold in sampling is to produce results that are “good enough.” It does not have to meet the traditional scientific definition for hypothesis testing.

Questions and Answers

References

Suskie, L. A. (2009). *Assessing student learning: A common sense guide*. San Francisco, CA: Jossey-Bass.