

## Methods of Assessment Chart

Measure	Type and Time	Advantages	Disadvantages/Considerations
<p><b>Capstone Assignment</b></p> <p><i>Paper or project that integrates the knowledge, concepts, and skills across the discipline and program outcomes</i></p>	<p>Direct</p> <p>Course-embedded/ End-of-program</p>	<ul style="list-style-type: none"> <li>▪ Comprehensive in nature</li> <li>▪ Allows students to demonstrate a range of abilities</li> <li>▪ Provides information about SLOs related to a major, general education, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Needs to be carefully planned</li> <li>▪ More useful if designed and evaluated by all of the program's faculty—not just the course instructor</li> <li>▪ Standard rubrics and inter-rater reliability</li> </ul>
<p><b>Comprehensive Exam</b></p> <p><i>Test that integrates the knowledge, concepts, and skills across the discipline and program's outcomes</i></p>	<p>Direct</p> <p>End-of-program</p>	<ul style="list-style-type: none"> <li>▪ Comprehensive in nature</li> <li>▪ Provides information about SLOs related to a major, general education, etc.</li> <li>▪ Allows faculty to gain clearer picture of student understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ More useful if faculty collaborate and agree on content.</li> <li>▪ Depending on format of exam, grading can be subjective and costly in terms of evaluator time and effort</li> <li>▪ Can be labor intensive to design</li> </ul>
<p><b>Dissertation or Thesis</b></p> <p>A long essay on a particular subject covered in-depth and demonstrating mastery related to a degree program.</p>	<p>Direct</p> <p>End-of-program</p>	<ul style="list-style-type: none"> <li>▪ Students become knowledgeable with one particular field of research</li> <li>▪ Reflects application of research methods and writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflects specialized knowledge rather than overview of the discipline/field</li> </ul>
<p><b>Essay</b></p> <p><i>Written paper used as an evaluation of student understanding of course content, issues, and/or students' opinions and perceptions</i></p>	<p>Direct</p> <p>Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Harnesses critical thinking</li> <li>▪ Reach deeper into material of study</li> <li>▪ Demonstrate writing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time constraints for students and faculty providing feedback</li> <li>▪ May be graded subjectively</li> <li>▪ Prone to plagiarism</li> </ul>
<p><b>Interview</b></p> <p><i>Conversations with students to measure learning objectives, students' perceptions, gather feedback, etc.</i></p>	<p>Direct/Indirect</p> <p>Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Used to assess transfer of skills and integration of content</li> <li>▪ Engages students individually</li> <li>▪ Dimension of depth not available in classroom setting</li> <li>▪ Allows faculty to gain clearer picture of student understanding</li> <li>▪ Can provide an avenue for student self-assessment and reflection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time consuming</li> <li>▪ Labor intensive to design</li> <li>▪ Ratings can be subjective</li> <li>▪ Sample of behavior or performance may not be reliable especially if audience is present</li> </ul>

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<p><b>Oral Presentation</b></p> <p>Presentation, usually to a group to demonstrate knowledge of subject and communication skills</p>	<p>Direct</p> <p>Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ More realistic measurement of learning achievements</li> <li>▪ Closer to what will be required beyond graduation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many types of learning mastery can't be measured orally</li> </ul>
<p><b>Performance</b></p> <p><i>Evaluation of participation in musical performance, art exhibition, events, etc. Usually performance is rated/scored using a rubric.</i></p>	<p>Direct</p> <p>End-of-program/ Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Using a student-centered design can promote student motivation</li> <li>▪ Engages students</li> <li>▪ Active learning</li> <li>▪ Dimension of depth not available in the classroom setting</li> <li>▪ Can be scored holistically or analytically</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time consuming</li> <li>▪ Ratings can be subjective</li> <li>▪ Sample of behavior or performance may not be reliable especially if audience is present</li> <li>▪ Inter-rater reliability must be addressed</li> </ul>
<p><b>Portfolio/ Signature Work Reflection Paper</b></p> <p><i>Students' collected works throughout a program assessed using a rubric. Portfolios may include essays, research papers, tests, case studies, journals, etc.</i></p>	<p>Direct</p> <p>End-of-program/ Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Illustrates development of knowledge and skills over time.</li> <li>▪ Samples are more likely to reflect students' abilities than tests</li> <li>▪ Students can reflect on contributions of each assignment and their impact on their own academic development.</li> <li>▪ Can be used for diagnostic and perspective purposes</li> <li>▪ Minimized test anxiety</li> <li>▪ Maximizes performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio will be no better than the quality of the collected artifacts</li> <li>▪ Time consuming</li> <li>▪ Challenging to evaluate</li> <li>▪ Costly in terms of evaluator time and effort</li> <li>▪ If samples have already been graded, faculty may be biased</li> <li>▪ Inter-rated reliability must be addressed</li> </ul>
<p><b>Poster Presentation</b></p> <p>A summary of research that involves a poster artifact, and oral presentation of the results at a conference or symposium.</p>	<p>Direct</p> <p>Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Using a student-centered design can promote student motivation</li> <li>▪ Engages students</li> <li>▪ Active learning</li> <li>▪ Dimension of depth not available in the classroom setting</li> <li>▪ Can be scored holistically or analytically</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time consuming</li> <li>▪ Production costs may be prohibitive for some students, hindering reliability</li> </ul>
<p><b>Practicum/Clinical Experience</b></p> <p><i>Evaluation of practicum experience can be conducted via observation of the student in the setting, providing information on student skills, knowledge, behaviors, and attitudes.</i></p>	<p>Direct/Indirect</p> <p>End-of-program/ Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Active learning</li> <li>▪ Allows faculty to gain clearer picture of student understanding</li> <li>▪ Can provide an avenue for student self-assessment and reflection</li> </ul>	<ul style="list-style-type: none"> <li>▪ May have cost considerations</li> <li>▪ Not appropriate for all disciplines/fields</li> </ul>

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<p><b>Reflective Journals</b></p> <p>Writing that records student experiences and their reflections and analysis on their significance.</p>	<p>Direct/Indirect</p> <p>Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Allows students to hone-in on what they actually learned</li> <li>▪ Prompts students to reflect upon teaching methods and course content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possibility of tangents</li> <li>▪ Subjective</li> <li>▪ May focus on perception more than learning</li> </ul>
<p><b>Research Paper</b></p> <p>A substantive piece of academic writing that involves independent research and description of findings.</p>	<p>Direct</p> <p>Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates mastery of skills and material</li> <li>▪ Learn and understand the material at a deeper level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires careful supervision and considerable time</li> <li>▪ Prone to plagiarism</li> </ul>
<p><b>Standardized Test</b></p> <p><i>Standardized tests are developed outside of the institution for use by a wide group of students using national, regional, and/or professional norms.</i></p>	<p>Direct</p> <p>End-of-program</p>	<ul style="list-style-type: none"> <li>▪ Test knowledge quickly within large groups</li> <li>▪ Used to provide quick feedback</li> <li>▪ Automatically scored</li> <li>▪ Administered and scored consistently</li> <li>▪ Stored in banks of questions and re-used as required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes extra time to construct</li> <li>▪ Tests knowledge and recall only</li> <li>▪ Never tests literacy or ability to analyze</li> <li>▪ Never test creativity or unique thinking</li> <li>▪ Encourages student to take a surface approach to learning</li> </ul>
<p><b>Survey</b></p> <p><i>Surveys provide information about satisfaction, skills, preparation, perceptions, status, and feedback. Surveys can be used to gather information from students, faculty, employers, and alumni.</i></p>	<p>Indirect</p> <p>End-of-program/ Course-embedded</p>	<ul style="list-style-type: none"> <li>▪ Easy to administer</li> <li>▪ Can cover a variety of topics in a brief amount of time</li> <li>▪ Helps to establish relationships with stakeholders</li> <li>▪ Demonstrates concern about gathering feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good surveys and questionnaires are difficult to develop</li> <li>▪ Voluntary participation may result in biased results</li> <li>▪ Low response rate</li> <li>▪ Forced-response choices may not allow individuals to respond as they wish</li> </ul>

*Adapted from assessment resources at Utah Valley University and Winston-Salem State University*