

ASSESSMENT MEASURES

ASSESSMENT:

The ongoing, systematic process of collecting, analyzing, and using information about divisional, departmental, and programmatic effectiveness, in order to improve student learning.¹

TYPES OF MEASURES:

DIRECT MEASURES:

Require students to display their knowledge, skills, or thought processes in an observable or tangible way.²

Example: Presentations, Pre-Test/Post-Test, Role Play, Portfolios, Rubrics

INDIRECT MEASURES:

Requires students to reflect or self-assess their own knowledge, skills, or thought processes.²

Example: Surveys, Focus Groups, Evaluations, Interviews, Feedback

TYPES OF ASSESSMENTS:

COGNITIVE:

Assesses one's knowledge and development of intellectual skills and abilities.³

Example: (Multiple Choice, Open-Ended, True/False, Matching)

Recall, Define, Compare, Identify, Relate, Etc.

Item 1: As a result of participating in this program, please describe, in your own words, the process for becoming a member of the monarch global society: _____

Item 2: What is the first step in the Assessment Cycle?

- A. Establish Goals & Objectives
- B. Align Objectives to Programming
- C. Select/Design Instruments
- D. Analyze Data

Item 3: Please match the following items:

- | | |
|-----------------|-------------------------------|
| 1. Cognitive | A. Students will DO |
| 2. Noncognitive | B. Students will KNOW |
| 3. Performance | C. Students will THINK |

NON-COGNITIVE:

Assesses broad, abstract concepts, such as, attitudes and/or dispositions which are difficult to define and measure, but are widely acknowledged to be essential for student success^{4,5}. Items should focus more on a construct rather than satisfaction.

Example: (Likert Scale, Yes/No, Open-Ended, Decision Making Scale) Express, Create, Design, Hypothesize, Describe, Etc.

Item 1: In general, I am glad to be a member of the ODU community. (Sense of Belonging)

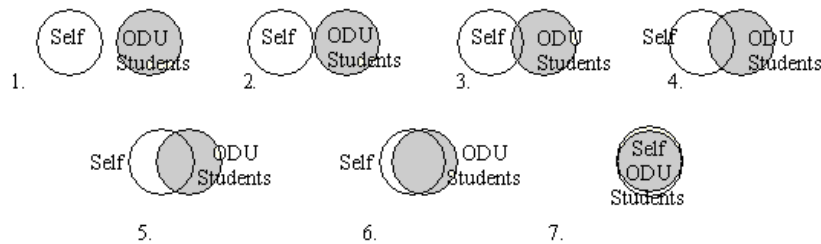
A. Strongly Disagree B. Disagree C. Agree D. Strongly Agree

Item 2: Did you enjoy the keynote speaker session? (Satisfaction)

A. Yes
B. No

Item 3: Do you feel that you can list two stages of the Assessment Cycle?

Item 4: Which of the pair of circles below best represents your own sense of connection with ODU students?



PERFORMANCE:

Assesses one's ability to demonstrate the mastery of specific skills and competencies by performing a task or producing something⁶.

Examples: (Rubrics, Portfolios, Group Projects, Demonstrations, Written Assignment, etc.)

Key Words: Demonstrate, Construct, Perform, Develop, Respond, Etc.

Item 1: At the conclusion of this program, please develop a 5 minute presentation discussing on one or more of the concepts learned about campus safety. This presentation should be concise but cover all materials discussed.

Item 2: In your small group, work together to successfully navigate the ropes course. [Evaluation: teamwork rubric, AAC&U]

Teamwork VALUE Rubric

	Capstone	Milestones		Benchmark
	1	2	3	4
Contributes to team meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the contribution of team members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual contributions outside of team meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters constructive team climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treating team members respectfully. • Using positive vocal or written tone to convey a positive attitude about the team and its work. • Motivates teammates. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treating team members respectfully • Using positive vocal or written tone to convey a positive attitude about the team and its work. • Motivates teammates • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treating team members respectfully • Using positive vocal or written tone to convey a positive attitude about the team and its work. • Motivates teammates • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treating team members respectfully • Using positive vocal or written tone to convey a positive attitude about the team and its work. • Motivates teammates • Provides assistance and/or encouragement to team members.
Responds to conflict	Contributes to team meetings. Helps the team move forward by articulating the merits of alternative ideas or proposals. Offers alternative solutions or courses of action that build on the ideas of others. Offers new suggestions to advance the work of the group. Shares ideas but does not advance the work of the group.	Identifies and acknowledges conflict and stays engaged with it	Redirecting focus toward common ground, toward task at hand (away from conflict)	Passively accepts alternate viewpoints/ideas/opinions

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HOW DO I KNOW WHICH TYPE TO USE?

Students will **KNOW** ... Cognitive

Students will **THINK**... Non-Cognitive

Students will **DO**.... Performance

Advantages & Disadvantages of Cognitive, Non-Cognitive, Performance Assessment

	Cognitive	Non-Cognitive	Performance
Advantage	<ul style="list-style-type: none">• Typically used to assess knowledge• Easy to administer• Easy to score	<ul style="list-style-type: none">• Used to assess attitudes and dispositions• Easy to administer• Relatively easy to score	<ul style="list-style-type: none">• Good for assessing higher-order cognitive ability (demonstrated by an activity)• Raters using the same guidelines
Disadvantage	<ul style="list-style-type: none">• Doesn't lend itself well to assessing higher-order cognitive ability• Can be difficult to make good distractors	<ul style="list-style-type: none">• Watch out for "response sets"• Social desirability	<ul style="list-style-type: none">• Takes time/resources• Must train raters• Need more than one rater for reliability.

<http://www.jmu.edu/assessment/>

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