Definitions of Assessment Method Types

- Capstone Assignments
  - A culminating experience near the end of a degree program which requires students to integrate and apply learning from across the curriculum.
- Comprehensive Exam
  - An exam which demonstrate students' breadth and depth of knowledge towards the end of a degree program or as a qualifying requirement for candidacy to proceed in a degree program.
- Data/Log Tracking and Analysis
  - The tracking and analysis of quantitative data collected either internally or externally. Examples include institutional data (enrollment, retention, GPA, etc.), costs, attendance figures, and usage rates.
- Embedded Assignment
  - Assignments completed within a course but that are also used to provide assessment data for a particular student learning outcome; often evaluated on a rubric
- Embedded Exam Questions (Embedded Exams)
  - A portion of an exam/quiz or specific question items from an exam/quiz which occurs in a course that are used to provide assessment data for a particular student learning outcome, rather than reported as an individual student grade
- External Review
  - An assessment of student learning or business operations that uses criteria (i.e. rubric) or an instrument developed by an external source and is usually summative, quantitative, and standardized.
- Field Observation
  - The evaluation of student performance in an applied or professional setting by an expert, instructor, or supervisor.
- Focus Group
  - A qualitative approach to gathering data via small groups of people using a series of open-ended questions which ask participants about their attitudes, beliefs, and experiences.
- Forums
  - A public problem-identification and/or problem solving session, in which multiple students or faculty/staff discuss important issues in a facilitated and well-publicized meeting. Transcripts are preserved for subsequent planning purposes and assessment. OR
  - An online, usually text-based, asynchronous discussion board that enables multiples users to engage in discussions with each other online. All "posts" are viewable by the audience and are able to be responded to in an ongoing conversation.
- Juried Performances/Exhibits
  - Performances that are evaluated by experts in the profession; examples include recitals, art shows, competitions, and conference presentations
- Oral Exams

- o An assessment in which the student and faculty (or other reviewers) engage in an oral conversation in order to assess student learning and comprehension.
- Portfolio
  - o A systematic, representative and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time; evaluated according to specific performance criteria.
- Presentation
  - o A delivery of information to an audience through some combination of oral communication and/or visual aids. May be evaluated by peers and/or (an) instructor(s) using rubrics
- Pre-Test/Post-Test
  - o Assessments administered upon an agreed upon "entry" and "exit" point to the same/different audience or group of students. A pre-test gathers information on the current knowledge of a group, and may provide guidance for future activities. A post-test measures the knowledge gained, usually by using similar or identical test questions or material. Pre-Test and Post-Test control group design is a true experimental design that involves at least two randomly formed groups; both groups are pre-tested, one group receives a new or unusual treatment, and both groups are post-tested.
- Project
  - o A complex assignment involving more than one type of activity, either collaborative or individual effort, and often resulting in an end product. Examples include a design project, a business plan, or a shared service project.
- Self-Assessment
  - o A process in which a student engages in a systematic review of a performance, usually for the purpose of improving future performance. May involve self-reflection, self-critique or comparison with a standard or established criteria.
- Standardized Assessment/Test
  - o An objective assessment or test that is given and scored in a uniform manner, using carefully constructed test items. Scores are often norm-referenced. Examples include certification or licensure exams.
- Student Evaluations
  - o The evaluation of student performance on specific criteria related to the learning outcome by an expert, instructor, or supervisor.
- Survey
  - o An indirect method of assessment which collects information regarding attitudes, perceptions, experiences, and values.
- Thesis/Dissertation Assessment
  - o A cumulative composition submitted in support of candidacy for an academic degree or professional qualification presenting the findings and research of the student. This kind of assessment is reserved for honors students or graduate students only.
- Written Assignment/Essay
  - o A written composition often embedded with a course or exam and used to evaluate performance on a learning outcome; often evaluated on a rubric.
- Other

Resources Consulted

 "Assessment Glossary." *Assessment Glossary*, Office of Assessment, www.hunter.cuny.edu/academicassessment/Toolbox/assessment-glossary.

"Asynchronous Discussion Forums." *Asynchronous Discussion Forum*, University of Minnesota Duluth, www.d.umn.edu/~hrallis/professional/presentations/cotfsp06/indiv_tools/async_disc.htm.

"Glossary." *Assessment and Curriculum Development Office*, University of Hawaii at Manoa, manoa.hawaii.edu/assessment/resources/glossary/.

"Glossary of Assessment Terms." *Glossary of Assessment Terms | Academic Affairs | Assessment | University of Nebraska at Kearney*, University of Nebraska Kearney, www.unk.edu/academic_affairs/assessment/glossary.php.

"Glossary of Assessment Terms." *Glossary of Assessment Terms*, Mohawk Valley Community College, www.mvcc.edu/institutional-effectiveness/assessment/assess-terms-glossary.php.

"Guidelines and Instructions: Embedded Assessments." *Assessment Description and Instructions*, Chaffey College, www.chaffey.edu/slo/tools/Guidelines_and_Instructions_for_Embedded_Assessments.pdf.

"Section 3. Conducting Public Forums and Listening Sessions." *Chapter 3. Assessing Community Needs and Resources | Section 3. Conducting Public Forums and Listening Sessions | Main Section | Community Tool Box*, Center for Community Health and Development at the University of Kansas, ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-public-forums/main.

Institutional Effectiveness and Research
A&M-COMMERCE