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| Multiple Choice Exam        | Assesses knowledge based on the correct selection of given potential answers. This usually evaluates direct recall and some application in the lower levels of Bloom’s taxonomy, but some complex multiple choice questions test more sophisticated thinking. Creating good questions is complex. Publisher’s test banks are usually not aligned with specific course or program SLOs. | Direct Quantitative                 | • easy to grade  
• objective  
• covers a lot of content or material                                                                 | • reduces assessment to provided answers  
• often simplistic and low level  
• favors a single learning style over others |
| Licensing Exams             | Required for numerous professional licenses. These exams are officially administered by particular boards or professions on specific content and knowledge and are usually multiple choice. Because these exams define a minimum qualification, it is appropriate to have formative assessments simulating these types of exams in a course. | Direct Quantitative                 | • easy to score  
• allows comparisons among students and across programs and colleges  
• should be included in any program assessment involving a terminal licensing exam for employment | • not authentic testing  
• may become outdated  
• often has content validity problems  
• may minimize or simplify actual knowledge  
• favors a single learning style over others |
| Standardized Cognitive Tests| Developed and administered at a cost by educational testing companies. These tests are generally multiple choice and are nationally normed. They often assess reading writing, math, grammar, and vocabulary. Additionally, there are major field tests that may be used to assess student learning in the major.                                                                                                     | Direct Quantitative                 | • comparable between students                                                                                   | • heavily dependent on exposure to topics on test  
• content validity is a concern  
• favors a single learning style over others |
| Checklists                  | Basically determined by criteria or primary traits necessary for a given outcome. The answers are binary (either “yes” or “no”). Checklists are good for simple psychomotor skills or low level recall. They DO NOT replace rubrics differentiated by trait and level of performance. | Direct Quantitative                 | • very useful for skills or performances  
• students know exactly what is missing                                                                          | • can minimize large picture and interrelatedness  
• evaluation feedback is basically a yes/no - present/absent - without detail |
| Essay                       | A short literary or narrative composition on a single subject, concerning a particular thesis, supported by evidence. This could be assigned within any particular rhetorical mode (e.g. argumentative, informative, definitive, etc.) and within any discipline.                                                                                                           | Direct Qualitative Quantitative     | • displays analytical and synthetic thinking well  
• allows assessment of student’s writing and thinking ability                                                        | • time consuming to grade  
• can be subjective without a rubric  
• artifacts may be influenced by plagiarism |
| Comprehensive Factors List  | Students are required to list any and all factors pertinent to a given outcome, event, illustration, article or performance.                                                                                                                                                                                                                                    | Direct Qualitative                  | • displays ability to identify wide-ranging aspects of a given concept                                             | • must be well-defined to be manageable and reduce irrelevant guessing and/or volumes of factors |
| Case Study                  | An "in situ" approach to simulate real-life situations and problems. The National Center for Case Study Teaching in Science is a good example of pre-packaged assessments and assignments that can be adapted in a variety of courses                                                                                                                   | Direct Qualitative                  | • displays analytical and synthetic thinking well  
• connects other knowledge to the topic  
• displays critical thinking and analytic ability                                                                          | • initially creating the case study is time consuming  
• results may test student knowledge from multiple areas, not necessarily from a particular program of study |
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| Debate                      | A competitive assessment where students must take a position and argue their thesis against the opposing position. This involves numerous high-level thinking skills and requires planning and participation on the part of the student. Debates can be done individually or in teams. | Direct Qualitative                        | • provides immediate feedback to the student  
• reveals thinking and ability to respond based on background knowledge and critical thinking ability  
• involves listening and responsiveness as well as output | • requires a good grading rubric (more than one evaluator is helpful)  
• difficult for ESL students  
• stressful for students  
• takes in-class time  
• usually ends up with a winner and a loser — competition                                                                 |
| Problem Solving             | Also “Problem-Based Learning.” Uses the same approach as case studies but may leave more developmental problem solving to the student. For instance, the student must develop the experiment or tests to obtain data. | Direct Qualitative                        | • displays analytical and synthetic thinking well  
• authentic if real-world situations are used  
• reveals thinking and ability to respond based on background knowledge and critical thinking ability | • difficult to grade due to multiple methods and potential multiple solutions  
• must be loosely structured to allow maximum creativity on the part of the student                                                                                                               |
| Oral Speech or Oral Presentation | These assess numerous aspects of learning including communication and specific content skills. Well-defined oral presentations that involve research and analysis also allow faculty to assess information competency within a particular discipline. | Direct Qualitative                        | • easily graded with rubric  
• allows other students to see and learn what each student learned  
• connects general education goals with discipline-specific courses | • difficult for ESL students  
• stressful for students  
• takes in-class time  
• must fairly grade course content beyond delivery                                                                                                                                   |
| Oral Examination            | Usually involve questioning a student concerning individual mastery of a particular topic. The questions are generally open-ended or involve identification of particular items. Depending upon the type of questions asked, this tool has potential to reveal numerous areas of content mastery and critical thinking. | Direct Qualitative                        | • allows students to express what they know  
• does not favor particular learning styles | • can require a lot of time  
• developing equally difficult and fair questions for all students is challenging                                                                                                         |
| Products, Special Reports, or Poster Sessions | Requires students to use the knowledge from a learning experience to create a product displaying that learning. Simulates real-world or academic outcomes and expectations. | Direct Qualitative                        | • students can display skills, knowledge, and abilities in a way that is suited to them  
• allows for student creativity  
• requires research and analysis | • must have clearly-defined criteria and evaluative measures  
• "the look" cannot override the content                                                                                                                                           |
| Thought Balloon             | A particular situation, reaction, or thesis statement is analyzed from another’s perspectives, not the student’s own. The student must analytically determine what someone else’s conclusions or thoughts about an issue are and draw a thought balloon to illustrate what someone else is thinking. | Direct Qualitative                        | • involves student ability to understand diverse perspectives  
• assesses critical thinking and analysis | • may unwittingly create opportunity for biased responses  
• requires well-defined assignments                                                                                                                                                     |
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| Flowchart or Diagram     | A visual or graphic illustration of a process or system used to solve a problem or produce a product. Cognitive research has determined that placing information in a flowchart or diagram represents one of the highest levels of cognitive achievement, requiring analysis and synthesis of many concepts. These are excellent ways to communicate the logic involved in a system; students must recall the appropriate information and associated content but must also analyze how the components fit within the entire system or process. Flow charts allow students the opportunity to gain confidence in their ability to describe the entire system or process. These assessments can be assignments or on-the-spot assessments. | Direct Qualitative       | • displays original synthetic thinking on the part of the student  
• a good way to display overall high-level thinking and articulation abilities when numerous factors are involved  
• short bullet points or statements allow more information to be shared | • directions must be very clear  
• more difficult to grade  
• requires a checklist or rubric for a variety of different and sometimes unexpected answers  
• difficult for some unexpected answers  
• does not allow writing proficiency assessment |
| Cause and Effect Diagrams| Assess the student’s ability to display relationships. The tool may start with a cause and work forward or with an effect and work backwards. Students should always be reminded not to over-simplify causal relationships and always to think about other relationships and possibilities, not just the most obvious. | Direct Qualitative       | • displays a variety of causes that relate to a given outcome  
• requires evaluative and synthetic critical thinking  
• expansive and inclusive  
• allows comprehensive assessment of understanding  
• works best with groups relying on collaborative thinking | • requires time  
• assessment must allow creative thinking; eliminating simple right/wrong answers  
• teamwork may involve complications |
| Significant Events Analogy| Students describe a real-life situation that illustrates key concepts, policies, outcomes or principles as an analogy to something within their realm of experience                                                                                                                                                                                                                                                                        | Direct Qualitative       | • Allows students to scaffold knowledge  
• Helps long-term retention | • directions must be very clear  
• requires adequate grading techniques |
| Portfolios               | Displays a student's abilities through a collection of artifacts curated over a period of time. Portfolios benefit student metacognitive growth and result in a resume-like product which students can use beyond their schooling. Instructions to the students must be explicit, based upon the purpose and uses of the portfolio. | Direct Qualitative       | • provides the students with a clear record of their work and growth  
• best evidence of growth and change over time  
• students can display skills, knowledge, and abilities in a way that is suited to them  
• promotes self-assessment | • Time-consuming to assess, requiring time outside the normal faculty load  
• different content in portfolios makes evaluation difficult and may require training or norming  
• artifacts are bulky to manage, store and transport, depending on size  
• "the look" can not over-ride the content |
| Peer Review              | Simulates the “real world,” exposing students to the kind of critiques and feedback they would receive in a particular field. It is essential that a rubric with specific criteria be used for responses and that the rubric is aligned with the appropriate goals and levels of expectation.                                                                                                           | Direct Qualitative       | • students learn to receive and respond to criticism, as well as how to give it.  
• valuable to the student being critiqued as well as those making the critique. | • students must have adequate knowledge and self-confidence to evaluate and critique  
• the expectations of the faculty must be very clear  
• the faculty member must determine how the critique will inform the final assessment |
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| Internships, Field Experiences         | This is usually seen as an activity or experience rather than an assessment. However, if adequate evaluations of the experience and the performance of the student regarding specific SLOs are conducted, this becomes an extremely powerful assessment as well as a learning experience. | Direct Indirect Qualitative Quantitative | • students report that this provides the best learning and personal assessment of their abilities  
• simulates real world experiences | • time consuming to set up  
• evaluations that are completed by key participants are essential  
• liability issues may be a concern |
| Clinical Evaluations                   |                                                                                                                                                                                                          |                 |                                                                          |                                                                          |
| Exit Surveys                           | Conducted to assess student perceptions of a course, program or institution following a learning experience.                                                                                                                                                     | Indirect Qualitative Quantitative | • provide good summative data  
• easy to manage data if Likert-scaled responses are used | • Likert scales limit feedback  
• open-ended responses are bulky to manage |
| Performance Juries                     | Evaluates student skills and abilities in a real-time situation. "High-quality performance as a goal, whether at the course or program level can make the curriculum more transparent, coherent, and meaningful for faculty and students alike. Clarity and meaningfulness, in turn, can be powerful motivators for both faculty and students, particularly if the performance is a public one. And public performances provide models for other students"  
(Wright, 1999).                                                                                     | Direct Qualitative Quantitative | • provide the best display of skills and abilities  
• provide excellent opportunities for peer review  
• students can display skills, knowledge, and abilities in a way that is suited to them | • stressful for students  
• may take course time  
• some students may take the evaluation very hard; evaluative statements must be carefully framed  
• assessments require well-designed instruments, criteria, rubrics, and norming between reviewers |
| Journals                               | Used as a tool for increasing student writing and motivation for writing and for assessing students' writing skills. Journals focused on students' educational goals and values are useful for institutional assessment.                                                                 | Direct Indirect Qualitative | • offer students longitudinal perspectives  
• reflect student growth over time | • students must value process  
• time-consuming to evaluate  
• difficult data to collect and report |
| Capstone Project or Course             | High-stakes courses or projects integrating multidisciplinary education with a problem or course. Provide unique and challenging opportunities for students to integrate and demonstrate their knowledge, skills, and abilities. Provide ample and focused formative time to synthesize and cement specific skills and competencies. | Direct Qualitative Quantitative | • best method to measure growth over time in a major, course, or program.  
• assesses cumulative knowledge, skills and abilities better than a single assessment or a licensing exam.  
• designed to evaluate synthesis and integration across a course of study, major, or program. | • adequate focus and breadth of assessment are important  
• understanding all the variables to produce assessment results is important  
• must be aligned and coordinated with criteria or standards for the breadth and depth of the course of study |
| Team Project                           | Collaborative projects, either within a course, in conjunction with other courses, or with community partners. Uses collaborative learning to assess multiple levels of understanding and application. Many other assessments can be conducted in teams or collaboratively. | Direct          | • can connect general education goals with discipline-specific courses. | • must fairly evaluate individuals as well as team  
• fair grading for all participants may be complicated  
• student interaction may be a challenge |
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<td>Reflective Self-Assessment</td>
<td>Asks the students to assess their own growth and development using evidence to support their conclusions. Correctly structured, these can provide insight into affective development and metacognitive growth that other assessment tools cannot.</td>
<td>Direct Indirect</td>
<td>• provides invaluable ability to evaluate affective growth in students&lt;br&gt;• can provide powerful information that cannot be accomplished by any other means of assessment</td>
<td>• rubric must be very explicit&lt;br&gt;• students should provide evidence of any conclusions they make; this may include artifacts to support these conclusions.</td>
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<td>Essay</td>
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<td>Satisfaction and Perception</td>
<td>Commercial standardized surveys gather data on student, faculty, staff, employer, and community satisfaction or perceptions.</td>
<td>Indirect Qualitative</td>
<td>• provide good indirect data&lt;br&gt;• data can be compared longitudinally&lt;br&gt;• can be used to determine outcomes over a long period of time</td>
<td>• respondents may be influenced by factors other than those being considered&lt;br&gt;• validity and reliability must be closely watched&lt;br&gt;• occasionally over-relaced upon by student services</td>
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<td>Surveys</td>
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<td>Focus Groups</td>
<td>A directed population sample where small-group discussion is used to elicit qualitative responses beyond that of a survey. Offers in-depth qualitative information. Individuals are specifically invited to participate in a discussion focused on a specific issue. The discussion is informal as participants are encouraged to talk with each other about their experiences, preferences, needs, observations, or perceptions.</td>
<td>Surveys with Likert scaled answers provide quantitative data but lack some important direction for improvement&lt;br&gt;focus groups provide answers the evaluators may have never considered</td>
<td>• must restrict topics and carefully guide discussion&lt;br&gt;• data collection techniques are essential as to not over-emphasize individual responses&lt;br&gt;• getting the people to meet together may require some incentive&lt;br&gt;• moderator role is essential</td>
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