

# California State University **Northridge**

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## **ASSESSMENT METHODS By Learning Domains with Examples**

1. Affective: Learner Attitudes/Perceptions - surveys, interviews, focus groups, self-assessment, checklist/rating scales. (entrance compared to exit; or pre-post-survey)

Examples:

- CSU-San Marcos - questions asked of focus groups - <http://ww2.csusm.edu/library/ILP/deliverables.htm>
- Hutchins Library Inventory (Berea College) - [http://www.berea.edu/library/BIEVAL/Appendix\\_B.1.html](http://www.berea.edu/library/BIEVAL/Appendix_B.1.html)
- Virginia Commonwealth University Web-based form - [www.library.vcu.edu/help/train/bieval.html](http://www.library.vcu.edu/help/train/bieval.html)
- CSU-Monterey Bay - <http://library.monterey.edu/instruction/grant/preassess.html>
- CSU-Sacramento - <http://www.csus.edu/indiv/g/goffl/libinst/assess.htm>

2. Behavioral: Skill Development

- a. Performance or Use - search logs/journals, observations, Web tutorials with quizzes, self-assessment, simulations, worksheet or guided exercise.

Examples:

- CSU-Monterey Bay - <http://library.monterey.edu/instruction/grant/outcomes.html>
- CSU-San Marcos - [http://ww2.csusm.edu/library/ILP/measuring\\_minds\\_grant.htm](http://ww2.csusm.edu/library/ILP/measuring_minds_grant.htm)
- CSU-Calpoly - Web-tutorial self-eval. <http://www.lib.calpoly.edu/infocomp/modules/index.html>
- UC-Santa Cruz - Web-tutorial self-eval. <http://nettrail.ucsc.edu/nettrail/master/index.htm>

- b. Products - assignments, research paper and projects, portfolio assessment

Examples:

CSU-Monterey Bay -

<http://library.monterey.edu/instruction/grant/outcomes.html>

CSU-San Marcos -

[http://ww2.csusm.edu/library/ILP/measuring\\_minds\\_grant.htm](http://ww2.csusm.edu/library/ILP/measuring_minds_grant.htm)

CSU-Dominguez Hills - <http://library.csudh.edu/infocomp/comp1.htm>

3. Cognitive: Knowledge Acquisition- tests and quizzes (written, Web-based; pre and post-tests); capstone or other course grades; projects and papers; assignments.

Examples:

CSU-Calpoly - Web-tutorial self-eval.

<http://www.lib.calpoly.edu/infocomp/modules/index.html>

UC-Santa Cruz - Web-tutorial self-eval.

<http://nettrail.ucsc.edu/nettrail/master/index.htm>

James Madison University -

<http://netways.shef.ac.uk/rbase/jmu.htm>

CSU-Pomona - "Info. Competency Web-based Assessment" for testing entry-level information and computer literacy skills -

[http://134.71.180.48/new\\_lib.htm](http://134.71.180.48/new_lib.htm)

CSU-Monterey Bay -

<http://library.monterey.edu/instruction/grant/outcomes.html>

CSU-San Marcos -

[http://ww2.csusm.edu/library/ILP/measuring\\_minds\\_grant.htm](http://ww2.csusm.edu/library/ILP/measuring_minds_grant.htm)

TekXam- Info. literacy and technology online exam -

<http://www.tekxam.com>

**Principles of AAHE's  
"Good Practice for Assessing Student Learning."  
1992 AAHE**

1. Assessment of learning begins with educational values
2. Assessment is more effective when it reflects understanding of learning as multidimensional, integrated and revealed in performance over time.
3. Assessment works best when programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when all educational stakeholders are involved
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people care about
8. Assessment is most likely to lead to improvement when it's part of larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and the public.

CARL Conference, Community College Program on Information Competency October 10-12, 1999 Asilomar, CA. Bonnie Gratch-Lindauer City College of San Francisco, (updated 8/2000).