

*You are already doing assessment intuitively in every course*

*by reflecting on what worked and what didn't*

*then planning the changes for the next time that topic is taught...*

*Recording this cycle of information collection, reflection, and change in a specific format is assessment.*

Type of Assessment	Example	Time during Semester
<b>Skills Demonstration</b>	Students must demonstrate appropriate lab safety based on a 10-item check list	Beginning of the semester (ensure that students are safe from the very beginning)
<b>Written Assignment</b>	Research paper to discuss the theory of a particular procedure	End of the semester (also can be used for Gen Ed assessment data)
<b>Capstone Project</b>	Writing a business plan or submitting a portfolio	End of the semester
<b>Lab Practicum/Clinical</b>	<ul style="list-style-type: none"> <li>• Observation checklist for clinical/practicum skills</li> <li>• Reflection paper on clinical/practicum experience</li> <li>• Case analysis based on clinical/practicum experience</li> </ul>	Whenever the clinical/lab practicum occurs during the semester
<b>Pre-Test/Post-Test</b>	<ul style="list-style-type: none"> <li>• Pre-test/Post-test given to assess student's knowledge of a <b>specific</b> content item before and after a lecture/demonstration/unit</li> </ul>	Anytime throughout the semester
<b>Exam</b>	<ul style="list-style-type: none"> <li>• A subset of exam questions related to a <b>specific</b> student learning outcome</li> <li>• An entire exam, if all questions relate to a <b>specific</b> student learning outcome</li> </ul>	Anytime throughout the semester

## IDEAS FOR COURSE LEARNING OUTCOMES ASSESSMENT

## Arts & Sciences

Using multiple, and different types, of assessments allows you to:

- assess how your students are doing throughout the semester to help give more timely student feedback (formative assessment)
- avoid *documenting* all assessment-related activity at the *end of the semester*
- increase the probability that you and your students will engage in *authentic assessment*: something your students would do in real life, or in their professional careers
- avoid using exam scores as the predominant assessment method, which does not provide adequate feedback about students' performance on course Student Learning Outcomes (SLOs)

Program Learning Outcome (PLO)	Student Learning Outcome (SLO)	Means of Assessment (Method)	Benchmark
<i>Specific statements that describe the desired or intended learning outcomes of a single program. Each PLO attempts to answer the question, "what do we want students to be able to think, know, or do when they graduate with a degree or certificate from our program?"</i>	<i>Specific statements that describe the desired or intended learning outcomes of a single course (or section of a course. Each SLO attempts to answer the question, "what do we want students to be able to think, know, or do when they complete my course?"</i>	<i>Tools and techniques used to determine the extent to which the stated learning outcomes are achieved. Direct methods (BEST) examine actual samples of student work produced in our courses and programs.</i>	<i>Criteria for students successfully meeting a student learning outcome - "criteria for success"</i>
<u>Biology</u> 4. Demonstrate effective personal safety.	<u>BIO 204</u> Properly use aseptic technique, cultivation of microbiological agents and methods of microbial identification.	<u>Skills Demonstration</u> : Perform an aseptic transfer of organisms from one media type to another.	100% of students will perform an aseptic transfer with 0% contamination.
<u>Psychology</u> 3. Identify and apply methods, such as observation, hypothesis development, experimentation, evaluation of evidence or measurement and data collection, used by social scientists to study human behavior.	<u>PSY 101</u> 2. Explain methods of research used in the scientific study of behavior.	<u>Written Assignment/Essay</u> : Excerpt of Part III of "Critical Issues in Current Psychology Project (CICP)." Students compare primary and secondary (popular press) articles and describe the type of research used, hypotheses, and research methodology used in the primary resource.	80% of the students will score a 2 or higher on all three dimensions of the assessment evaluation rubric.
<u>Art</u> 4. Demonstrate technical skills in areas of application within the arts and humanities.	<u>ART 121</u> 6. Demonstrate technical skills in drawing using dry and fluid media.	<u>Portfolio</u> : Technical skills will be evaluated based on works submitted as part of student portfolios.	80% of students in ART 121 will achieve "Meets Expectations" or higher on the "Technical Skills" rubric.