

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

IDEAS FOR COURSE LEARNING OUTCOMES ASSESSMENT

Career & Technical Education

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)
- helps you avoid *documenting* all assessment-related activity at the *end of the semester*
- increases 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
- helps you 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>Heavy Equipment</u> 3. Demonstrate professional ethics, a positive attitude, attentive listening, and the ability to work effectively in teams.	<u>HEQ 241</u> 4. Demonstrate a working knowledge of appropriate shop practices and hazards, and apply the necessary preventive measures.	<u>Skills Demonstration</u> : At mid-semester, following multiple non-graded feedback opportunities, students are evaluated on multiple measures of the TSJC Professionalism rubric: self-control, professional appearance, attendance and punctuality, positive attitude, communication, and substance use.	90% of students will achieve a 4 or higher on all dimensions of the TSJC Professionalism rubric.
<u>Cosmetology</u> 3. Apply theory to practical situations of cosmetology services.	<u>COS 140</u> 4. Students will correctly perform a spiral permanent waving technique.	<u>Skills Demonstration</u> : Students will correctly perform a spiral permanent waving technique.	90% of the students will correctly complete a spiral permanent waving technique with 70% accuracy.
<u>EPIC Welding</u> 2. Set and adjust the machine and produce welds that will meet industrial standards.	<u>WEL 113</u> 3. Set up and operate manual plasma cutting equipment and perform cuts on mild carbon steel, stainless steel, aluminum and cast iron to meet industry standard.	<u>Skills Demonstration</u> : Students will be evaluated on proper installation, settings, adjusting, and using the plasma cutting torch.	100% of student will pass this skills demonstration before they will be able to continue to progress to other equipment.

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Program Learning Outcome (PLO)	Student Learning Outcome (SLO)	Means of Assessment (Method)	Benchmark
<p><u>Gunsmithing</u></p> <p>4. Demonstrate proficiency in firearms repair including firearms operation, troubleshooting, disassembly and reassembly, parts fitting, and firearms maintenance.</p>	<p><u>GUS 102</u></p> <p>3. Discuss the seven basic functions common to modern firearms.</p>	<p><u>Written Assignment:</u> Students complete a comprehensive paper due at end of semester.</p> <p>(could also simultaneously assess Gen Ed 2. <i>Explain and defend ideas orally and in writing</i>)</p>	<p>90% of students will score at least 8 out of 10 within the grading criteria for the Research Project related to functions common to modern firearms.</p>
<p><u>Business</u></p> <p>4. Apply theory to practical situations working in an organization.</p>	<p><u>BUS 115</u></p> <p>2. Demonstrate understanding of department and management functions within a business.</p>	<p><u>Capstone Project:</u> A comprehensive business plan will be written that includes vision/mission statements, product/service description, management plan, operating plan, financial plan, legal/accounting and marketing plan. The document will follow MLA writing style guideline.</p>	<p>70% or higher will write a business plan and score a 70% or higher.</p>
<p><u>Early Childhood Education</u></p> <p>4. Demonstrate ability to observe, assess and document individual student's behaviors in a developmentally appropriate manner.</p>	<p><u>ECE 112</u></p> <p>1. Use various observation tools and documentation strategies to assess the needs and characteristics of young children in various field sites.</p>	<p><u>Lab Practicum/Clinical:</u> A case study of an infant or toddler will be completed while completing the practicum hours required. The case study will include observations for 38 TS GOLD objectives, work samples with explanations of skills and abilities represented by work samples, a summary of cognitive, physical, language and social-emotional developmental domains, and developmentally appropriate weekly curriculum plans for environmental and routine changes appropriate for the child and the group.</p>	<p>80% of students will score 70% or higher on the case study of one child under the age of 36 months.</p>

Aren't Grades Enough?

Even if consistent evaluation of minimum course learning objectives was achieved, grades would still depend on factors in the hands of individual instructors (weight for assignments, importance of additional topics, etc.), and on student behavior (missed or late assignments, for example).