

Options for Course level Assessment

Option 1

1. Each instructor evaluates his/her students' work using agreed upon criteria (rubric). The assessments/assignments that are being scored are aligned with the specific course competencies that are being measured that year.
2. Instructors summarize data and forward data to the program/discipline assessment coordinator. The program/discipline assessment coordinator aggregates the data.
3. Instructors meet to discuss results and possible pedagogical, curricular, and programmatic revisions.
4. Program/discipline assessment coordinator completes and submits an assessment report that includes the action(s) that will be taken to improve student learning.

Option 2

1. Each instructor embeds a signature assignment or questions that are designed to measure specific competencies. Signature assignments or embedded questions are collected and scored by individual faculty using agreed upon criteria (rubric).
2. Instructors forward scores to program/discipline assessment coordinator. Program/discipline assessment coordinators aggregates the data.
3. Instructors meet to discuss the results and possible pedagogical, curricular and programmatic revisions.
5. Program/discipline assessment coordinator completes and submits assessment report that includes the action(s) that will be taken to improve student learning.

Option 3

1. Each instructor summarizes his/her students' results on the target competency(s) being assessed, using his or her own criteria.
2. Instructors meet to discuss the results and must determine commonalities and a reliable way to compare and contrast the information into a cohesive conclusion.
3. Discuss possible pedagogical, curricular, and programmatic revisions based in the results.
4. Program/discipline assessment coordinator completes and submits an assessment report that includes the action(s) that will be taken to improve student learning.

Option 4 (if used, must be used in combination with Option 1, 2, or 3)

1. Each instructor gives a student survey that has agreed upon questions (SALG or other survey can be used). Survey results should be aggregated.
2. Instructors meet to discuss results
3. Because surveys are indirect evidence of student learning, they can be used to validate the direct evidence collected in options 1, 2, and 3.
4. Program/discipline assessment coordinator includes information from student surveys on the assessment report.