

Student Learning Outcomes		
Characteristics to Consider	Notes	Tips
1. Do the student learning outcomes connect with the mission and goals of the discipline/course/program/department? 2. In choosing what to assess, do the course competencies conceptually align with program learning outcomes, where applicable? 3. Do the outcomes identify learning that can reasonably be observed and measured throughout the discipline course sequence/program?		Consider the student learning outcomes (selecting at least 1) ○ What information is already being collected that relates to these objectives/outcomes? What activities/assignments do students do that are already connected to these objectives/outcomes? ○ Will examining these activities/assignments help you better understand if the intended outcomes are being achieved? ○ Are you measuring what matters to your discipline/program?
Project Purpose		
Characteristics to Consider	Notes	
1. Is the purpose of the project clearly stated and related to an outcome that can be answered by the assessment process? 2. Is the project focused around an actionable research question? 3. Does the purpose focus on an appropriate level of learning? 4. Does the explanation of the project purpose identify how the assessment project will contribute to course, curriculum, or teaching changes that produce measurable improvement in one or more program learning outcomes and/or course competencies?		

Project Methodology

Characteristics to Consider	Notes	Tips
- Does the method clearly state what and how evidence will be gathered? - Does the method specify the use of multiple measures? - Does the method clearly state how evidence will be documented and summarized? - Does the method clearly specify the alignment of all measures to the selected course competencies? - Does the method specify examination of student performance/artifacts from multiple points in time or multiple points along the curriculum, and include multilayered feedback (e.g. student, course, instructor, curriculum, program)? - Is the assessment project designed with careful consideration of student development and curricular continuity? - Does the method motivate participants to perform well and provide a thoughtful reflection? - Are the specified analyses well-aligned to and appropriate for the methodology described? - Does the method provide results that will be easy to understand and interpret? - Does the plan indicate how the discipline/program will use the results?		<i>There are three principles that should guide your decision about what, where and when to collect evidence of student learning: Keep it real, Keep it simple, Keep it focused</i> Keep it real to conduct a <i>meaningful and authentic</i> assessment. Evaluate student work products that result from assignments that are explicitly designed to give students the opportunity to demonstrate the learning outcomes you wish to assess. Keep it Simple (<i>approachable</i>) by collecting artifacts that students are already creating in their coursework. Your program's curriculum map will guide you to potential assignments and class projects that can be "harvested" as artifacts for assessment. Keep it focused by choosing artifact(s) that can help you answer a few specific questions that you want to answer. <i>Constructive and well-designed</i> assessment is relevant to inquiry about your courses, your program, your students, and your teaching. Is your assessment question about individual student proficiency, course design, pedagogical method, program effectiveness or overall institutional competency achievement? Knowing which level(s) your inquiry is directed toward will help you determine the appropriate measure(s) (<i>Champlain University, 2018</i>).

Direct and Indirect Measures

Examples	Notes
Assessment Approaches Available: academicprograms.calpoly.edu/content/assessment-approaches	

Project Implementation

Characteristics to Consider	Notes	Tips
- Does the plan clearly state who will gather evidence? - Will faculty collectively design and implement the assessment plan? - Is data collection coordinated among all discipline/program faculty who are involved in interpreting results, devising responses, and implementing actions across the curriculum? - Are data interpreted through conversations with colleagues within and beyond the discipline, program, division, and perhaps external to the college?		Begin with the end in mind. - Do you have a clear picture of the scope and responsibilities of the project? - How will you and with whom will you share the results? - What resources are needed? - How will you know when you hit the mark?
<i>Does the assessment project create an atmosphere that invites open sharing, creativity, innovation, and experimentation?</i>		

Rubric for a Great Assessment Project

Using the following rubric, on a 5- point scale (0-4) rate each section of your assessment project plans.				
0 - No Response	1 - Beginning	2 - Useful	3 - Effective	4 - Innovative
No response to prompt, or response insufficient to carry out assessment.	Details not fully developed, but some assessment can occur. A single source of evidence collection is planned. The work of assessment is a solitary project or single course-centric.	Assessment plan is clearly articulated and aligned to discipline course competencies. The assessment plan includes collection at multiple points along the curriculum/course. Quantitative and/or qualitative data are analyzed and shared. Assessment findings are planned to lead to some changes in instruction or course design with a focus on student improvement.	Assessment plan is clearly articulated and aligned to discipline course competencies. Multiple measures are used to collect evidence. The assessment plan considers the cohesive whole of the curriculum by examining more than one point in time related to student learning; or more than one point along the curriculum related to student learning. The work of planning and collecting data is shared across the discipline. Faculty are involved in interpreting results, devising responses and implementing actions related to student improvement.	Course, program and College outcomes provide a framework for designing an assessment project that interweaves concepts, knowledge and skills across the curriculum/course/discipline. Examines student performance/artifacts from multiple points in time or multiple points along the curriculum and also considers multilayered feedback (student, course, instructor, curriculum, program) Faculty collectively design and implement the assessment plan. Data collection is coordinated among all program faculty, who are involved in interpreting results, devising responses and implementing actions not just in their own classrooms but across the curriculum/course/discipline. Assessment creates and plans for an atmosphere that invites open sharing, creativity, innovation and experimentation. Assessment findings lead to course, curriculum or teaching changes that produce measurable improvement in one or more student learning outcomes.
Section Title		Section Score	Notes	
Course Competencies				
Project Purpose				
Project Methodology				
Project Implementation				