

	Satisfactory		Exemplary
	Assessments include all of these characteristics	Examples	Assessments include at least some of these characteristics
Assessment Methods	<p>☐ Assessments methods are specific to each SLO, and not generalized for the whole course.</p> <p>Assessment methods for each SLO are clearly defined, and can be direct, such as:</p> <ul style="list-style-type: none"> <li>• Test or quiz questions</li> <li>• Papers</li> <li>• Projects</li> <li>• Performances</li> <li>• Portfolios</li> <li>• Skill demonstrations</li> </ul> <p>And/or indirect, such as:</p> <ul style="list-style-type: none"> <li>• Student questionnaires</li> <li>• Surveys of students, faculty...</li> </ul>	<p><b>To fix this (not specific to each SLO):</b>                      “SLOs were assessed by observing students using lab equipment to devise experiments and evaluating class projects.”</p> <p><b>Try this:</b>                      “SLO #1 (Experimentation) was assessed by evaluating student lab reports that explained experimental design.                      “SLO #2 (Analytical Thinking) was assessed by evaluating student projects according to a rubric that was distributed as part of the assignment.”</p>	<ul style="list-style-type: none"> <li>• Course uses multiple methods to assess each specific SLO.</li> <li>• Assessment methods are substantive, i.e., essays, multiple test questions, projects, etc... Rather than one or two test questions or optional assignments.</li> <li>• Discussion of methods includes:                             <ul style="list-style-type: none"> <li>○ Specific wording of test questions, prompts, or assignments.</li> <li>○ Description of how the assessment method was intended to evaluate student ability.</li> </ul> </li> </ul>
Assessment Results	<p>☐ Assessment results explicitly refer to each individual SLO, and not to course grades</p> <p>Assessment results may be expressed in a manner that is:</p> <ul style="list-style-type: none"> <li>• Quantitative -- percent of students attaining a specific SLO, for example</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Qualitative -- a detailed description of the range of student attainment of the SLO that is more explicit than words like “many”, “most”, or “lots” as the sole description of SLO attainment</li> </ul>	<p><b>To fix this (describes grades, not SLOs):</b>                      “70% of students in the course attained a B or better in the course.”</p> <p><b>Try this:</b>                      “80% of students in the course attained SLO #1 (Experimentation).                      60% of students attained SLO #2 (Analytical Thinking).”</p> <p><b>To fix this (Too vague):</b>                      “All the students in the class demonstrated improvement and enthusiasm for various styles of poetry. Through discussion, demonstration, and group readings, the students gained confidence using their experience to write poetry.” (For an SLO such as “write poetry using a variety of types of figurative language.”)</p> <p><b>Try this:</b>                      “Of 23 students, 16 demonstrated an ability to create figurative language, whereas 7 students were unable to do so and could not identify figurative language when presented with examples. The 16 successful students attained this SLO with an average rubric score greater than 2.3 (out of 4).”</p>	<ul style="list-style-type: none"> <li>• Assessment results combine both quantitative results and qualitative context/description</li> </ul>

	Satisfactory		Exemplary
	Assessments include all of these characteristics	Examples	Assessments include at least some of these characteristics
Analysis	<ul style="list-style-type: none"> <li>❑ Analysis refers to each specific SLO, as opposed to course grades.</li> <li>❑ Overall, the analysis explains why the results are important or significant, and identifies which areas of learning, or SLOs, are most in need of improvement, and why.</li> </ul>	<p><b>To fix this (Too generic to be the sole analysis):</b>  “Results could be improved if more students attended class regularly and had better study habits.”</p> <p><b>Try this:</b>  “Review of lab reports revealed that students had trouble analyzing relationships between several parameters. Students were not able to establish correlations, nor distinguish between correlation and causation.”</p>	<p>Analysis identifies:</p> <ul style="list-style-type: none"> <li>● Context in which the assessment results can be more fully understood</li> <li>● Ideas about what caused any unexpected results</li> </ul>
Results of Previous Plans	<ul style="list-style-type: none"> <li>❑ Analysis includes information about previous and current assessment results in area identified by previous plan</li> </ul>	<p><b>To fix this (Vague and generic; lacks specificity):</b>  “We continue to make improvements to the course and students respond accordingly.”</p> <p><b>Try this:</b>  “There was no change in attainment of SLO #2 (Analytical Thinking) despite adding powerpoint slides to the lecture about correlation versus causation.”</p>	<ul style="list-style-type: none"> <li>● Compares SLO assessment results between previous and current semesters</li> <li>● Provides analysis of differences and similarities in assessment results</li> <li>● Analysis provides alternative reasons why previous results may differ from current results</li> </ul>
Plans for Improvement	<ul style="list-style-type: none"> <li>❑ Plans are specific, focus on improvement, and refer to modifications of specific things like: <ul style="list-style-type: none"> <li>● Assignments</li> <li>● Activities</li> <li>● Course planning</li> <li>● Assessments</li> </ul> </li> </ul>	<p><b>To fix this (Vague; not focused on improvement):</b>  “We plan to continue successful strategies”</p> <p><b>Try this:</b>  “We plan to add an activity that requires students to analyze a given data set by plotting one parameter against another to see if a correlation exists.”</p>	<p>Plans framed in such a manner that they could lead to or support:</p> <ul style="list-style-type: none"> <li>● Resource allocation requests</li> <li>● Curricular changes</li> <li>● Meaningful changes to any aspect of the course</li> </ul>

To be considered complete, assessments need to include all of the satisfactory characteristics.

### Multi-section Courses.

- Are taught in multiple sections per semester
- Are taught by multiple instructors per semester
- Are entered as a single course into TracDat
- Are coordinated by a lead faculty member.

Satisfactory	Exemplary
<ul style="list-style-type: none"><li><input type="checkbox"/> Instructors of a representative number of sections employ <i>independent</i> methods to assess student learning.</li><li><input type="checkbox"/> The instructors engage in dialog about ways to improve the course based on their <i>independent</i> methods to assess student learning</li><li><input type="checkbox"/> Improvement plans <i>may vary</i> across sections</li><li><input type="checkbox"/> <b>The results of the effort are summarized by the lead faculty member and entered into TracDat</b></li></ul> <p><b>To fix this (Only one section assessed and no dialog involved):</b> “Instructor of one ABCD 10 section evaluated the three SLOs and developed plans for improvement.”</p> <p><b>Try this:</b> “Instructors of ABCD 10 analyzed results of their assessments. ABCD10 instructors engaged in dialog about results and developed improvement plans for their sections commensurate with assessment results.”</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Instructors of a representative number of sections employ <i>similar</i> methods to assess student learning.</li><li><input type="checkbox"/> Instructors of these sections engage in dialog about <i>collaborative</i> analysis of the assessment results</li><li><input type="checkbox"/> Improvement plans are <i>coherent</i> across sections</li><li><input type="checkbox"/> <b>The results of the effort are summarized by the lead faculty member and entered into TracDat</b></li></ul> <p>Collaborative analysis could be based on:</p> <ul style="list-style-type: none"><li>• A sample of results from embedded test questions from a representative number of course sections</li><li>• A sampling of common projects, assignments, writing, portfolios, or performances from a representative number of course sections</li><li>• Evidence of a dialog about SLO assessment results and analysis by instructors for a representative number of course sections</li></ul> <p><b>To improve this Satisfactory assessment method (Not exemplary because assessment is independent and does not involve student work from a representative number of sections):</b> “A few instructors of ABCD 10 evaluated the three SLOs using different assessment methods, and independently developed plans for improvement.”</p> <p><b>Try this:</b> “Instructors of ABCD 10 analyzed results of embedded test questions and similar assigned projects in all sections of the course. ABCD 10 instructors engaged in dialog about the results and developed a plan for improvement across all sections.”</p>

### Multi-section Course FAQ

#### • What is the role of the lead faculty member?

1. Before or as the semester begins, lead the planning for how each course SLO will be assessed
2. Throughout the semester, ensure instructors understand what is expected of them in terms of assessments
3. As the semester ends, collect or coordinate assessment information
4. Lead dialog about planning for improvement as informed by assessment results
5. Enter pertinent course assessment and planning information into TracDat

#### • Who is the lead faculty member?

The Department Chair or designee.

For departments with a lot of courses, this effort should be distributed among faculty members.

As a starting point, perhaps the person that submitted the CurricUNet course proposal or revision should be the lead faculty member.

#### • What is the difference between Satisfactory and Exemplary?

Satisfactory: Instructors use independent methods to assess their sections.

Exemplary: Instructors base assessments on similar assignments in their sections.