

Checklist for Faculty for Fall 2019 Assessments

Prepare for Course Assessment:

1. Confirm that you will assess your course when your Liaison contacts you in early September; if you anticipate needing their assistance with any part of the assessment, let them know at this time.
2. Review the SLOs for your course and create an assessment plan with a schedule that allows you to complete all assessment activities and enter the information into Curricunet Meta no later than March 15, 2020. The assessment plan includes:
 - Selection of assignment(s) or other student work you will use for the assessment process. Does the work that will be evaluated allow students to demonstrate the competencies expressed in the outcomes?
 - Determination of how you will evaluate the student work. Criteria by which the student work will be evaluated should be articulated and ideally arrived at by consensus. A rubric is often the best way to manage these elements.
 - Determination of the minimum acceptable performance for a student to demonstrate they have met the outcome. What percent of the class should meet or exceed that level? For example, on a 5-point rubric an acceptable level of performance might be at least 20 points on the assignment by at least 75% of the class. Another example for a 4-point rubric might be that the class will average a score of 2.5 or greater in each category.
 - Confirm how you will conduct the assessment with other instructors of the same or similar courses in your area (this includes noting how coordination will take place among instructors)
3. Confirm access to Curricunet Meta and how to use it
 - To request an account for Curricunet Meta (often just called Meta) or instruction on how to use it, contact your Liaison. The Liaison will work with the Specialist and Assessment Coordinator to make sure these are provided. Meta is an online platform that also contains our curriculum management system. It is the repository for all of the assessment information.

If you need assistance with completing any of the above steps, contact your Liaison.

Conduct Assessment Activities

During the semester:

1. Collect and evaluate student work as noted in your plan
2. Review and analyze the data from the evaluation of student work

During the semester or early in the spring semester:

3. Discuss and review the data with other instructors of the course or within the discipline/department. Examples of discussion items: in which areas did students excel and where do they struggle? What issues and needs were discovered? How do the results compare to any benchmark data previously collected? Did the assessment adequately determine if students were meeting the outcomes?
4. Create an action plan based on the analysis and review of data. The plan should include:
 - A. Any insights gained from the assessment not already stated with the results

- B. Details of any changes to make in the assessment process, if any
- C. Changes to pedagogy, curriculum or other areas, if any. Note who will make these changes.
- D. Resources needed to implement the plan.
- E. How you will measure the effectiveness of changes made as a result of the plan
- F. Anything not already listed that would inform the next cycle of assessment.
- G. A timeline for completing all the items in the plan.

Note: Changes to assessment, pedagogy, curriculum, or requests for resources should be clearly stated so that they can be 1) acted up and 2) included in the department or program's planning such as the APU or program review.

- 5. Enter the information into Curricunet Meta by March 15, 2020

If you need assistance with completing any of these steps, contact your Liaison.

Implement Action Plan:

When you, the discipline faculty, or department start working on the action plan and the length of time to complete the plan will vary depending upon the details of each plan.

- For assistance facilitating a department or discipline discussion or activity, as well as planning training or professional development activities, contact your Liaison and/or the Assessment Coordinator
- For assistance with curriculum updates, contact your department's curriculum representative and/or the Specialist

Considerations for determining assessment method:

- Does the assessment design assure mastery of the content as described in the SLO?
- Do assessment methods mirror real world situations? (typically for CE courses)
- Do assessment methods provide sufficient opportunities and flexibility for all students to show their mastery of the SLO?
- Are the assessment results consistent if administered over time?
- Are you looking for mastery of skills/content, growth as part of a course or program, or both?

For more efficient assessment, you may want to identify, revise or create a major assignment that enables you to assess all of the SLOs. In this case, be mindful of the SLOs when creating the rubric to indicate which parts of the rubric pertain to which SLOs.

Considerations when analyzing results:

In addition to determining if students met the set standard, such as a minimum of 20 points based on your rubric, did the activity and/or assessment method tell you if students have achieved the desired outcome? For example, are they only tested on ability to recall content but the desired outcome is that they can apply what they have learned to do a new task or that they can synthesize what they know into something new? (Is the assessment targeting the right level of thinking/learning in Bloom's taxonomy? Is the outcome asking for the right level?)