

# Academic Assessment Handbook

A Step-by-Step Guide for Assessing Student Outcomes



Office of Institutional Effectiveness  
Updated August 2022

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# What is Assessment? Why Assess?



**Assessment<sup>1</sup>** may be defined as “the systematic and ongoing process of gathering, analyzing, and using information from multiple sources to answer one simple question—*did students learn what they should have upon completing a program?*”

In this era of accountability, assessment has come to dominate the discourse about higher education and its progress. Political pressure to assess student learning and hold campuses accountable have increased with the high cost of a college degree. Colleges face external pressure from accrediting bodies that require them to assess how well their academic programs achieve learning objectives and inform continuous improvements. The ability of colleges in the South to offer student financial aid from federal sources depends on their ability to remain accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).<sup>2</sup> The accreditation process is partly based on the institution’s ability to demonstrate that it has an ongoing assessment process that continually examines the quality of services and programs and uses this information to make improvements. Dissemination and use is essential. Creating an assessment plan and collecting data are not enough.<sup>3</sup>

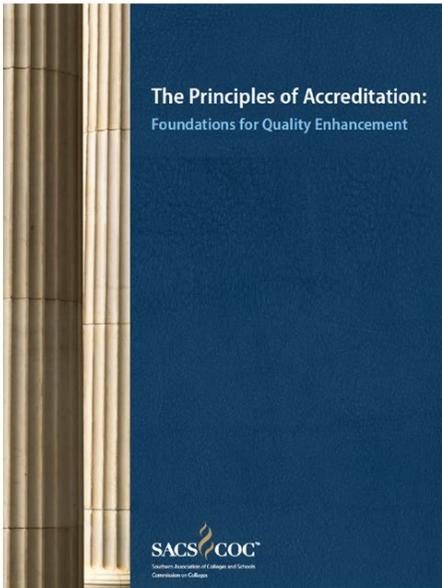
## Assessment is the ongoing process of:

1. Establishing clear, measurable expected outcomes of student learning.
2. Ensuring that student have sufficient opportunities to achieve those outcomes.
3. Systematically gathering, analyzing and interpreting evidence to determine how well student learning matches expectations.
4. Using the resulting information to understand and improve student learning.

<sup>1</sup>Unless otherwise noted, much of the material in this handbook is condensed from Suskie, L. A. (2004). *Assessing student learning: A common sense guide*. Anke.

<sup>2</sup>Southern Association of Colleges and Schools Commission on Colleges (2018). In *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement* (3rd ed., pp. 56-57, 66-68).

<sup>3</sup><https://www.tamuct.edu/coba/docs/coba-assessment-guide.pdf>

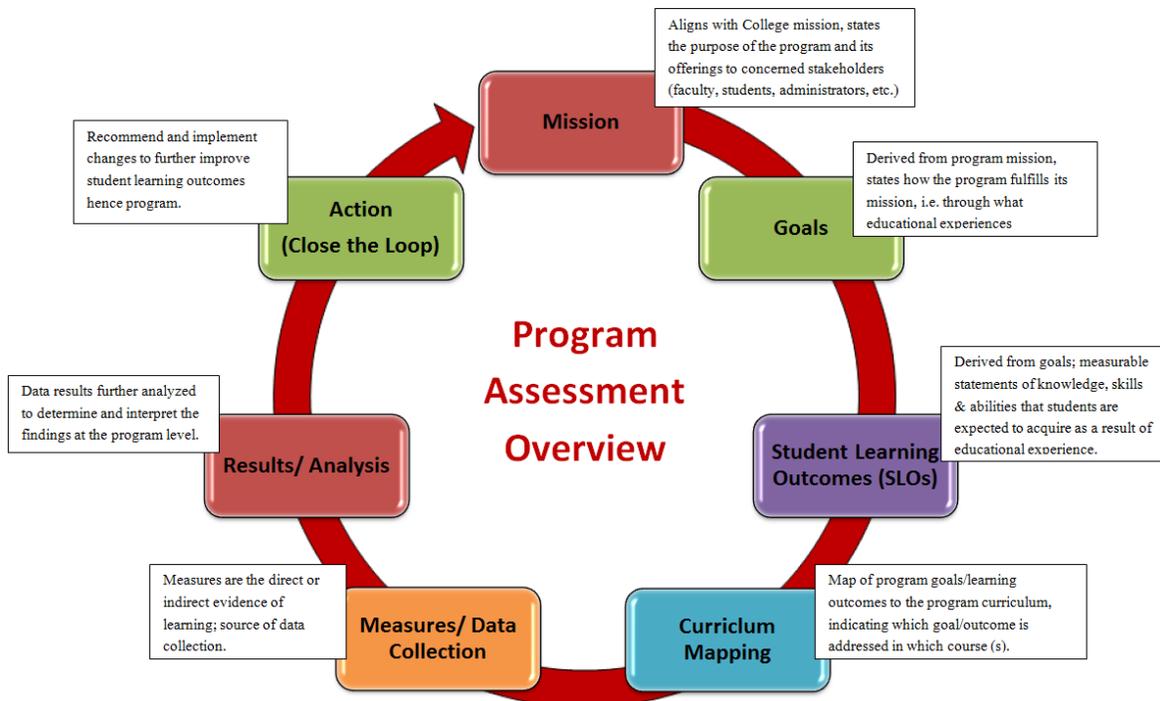


- 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. *(Institutional planning)* [CR]
- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*
- 8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
  - a. Student learning outcomes for each of its educational programs. *(Student outcomes: educational programs)*
  - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. *(Student outcomes: general education)*
  - c. Academic and student services that support student success. *(Student outcomes: academic and student services)*

The question at hand is not just what we should teach, but how we can best teach that content to our students and what insights might inform improvement. Assessment of academic programs focuses on enhancing student learning through systematic, faculty-driven processes for measuring what students know and can do at the end of their programs and using results to improve the educational experience.

Careful planning is necessary. Learning goals and outcomes must be clearly specified, appropriate measures must be selected, data collection must be carefully executed and most importantly results must be shared for improvements to occur.

### Assessment as a Seven-Step Continuous Cycle



## Why is assessment a good idea?

Assessment offers evidence that helps faculty and staff diagnose what is and isn't working and design curricular changes to improve student attainment of program goals. Good assessment practices have other benefits beyond helping faculty improve their teaching.



### Students benefit because...

- clear expectations help them understand where they should focus their time and energies.
- it motivates them to do their best.
- assessment feedback helps them understand their strengths and weaknesses
- assessment information documents what they've learned and can be used to apply for jobs or graduate programs.

### Faculty benefit because...

- assessment activities bring them together to discuss what they teach, why, and their shared standards and expectation.
- the assessment process helps faculty see how their courses tie together to form a coherent program, and how the courses they teach contribute to student success to graduation and beyond.
- positive assessment results can be used as convincing evidence of the quality of their teaching when they apply for tenure, promotion and salary increases, or when negotiating annual budget allocations for instruction, facilities, and professional development.

### The college benefits because...

- assessment information documenting the success of a program can be used to convince employers, donors, legislators, and other constituents of its quality and worth.
- assessment can help ensure that institutional resources are being used effectively, and identify where resources will have the greatest impact on student learning.
- assessment informs decisions about resource allocation and faculty hiring.

## Why do we assess?

Assessment discussions foster re-examination of values at both the departmental and institutional level; assessment also promotes interdisciplinary conversations about student learning throughout campus. Because every department and program contributes to student learning, assessment also bridges academic and student affairs. Academic support services, or co-curricular units, such as the Library, Student Affairs, Financial Aid, Advising, Career Services and Accessibility Services also make a tremendous contribution to student learning on campus. Whether the impact on student learning is direct or indirect, all programs can assess how they contribute to the learning community and what changes they might make to maximize that learning experience. Everything contributes to learning.

### Common misconceptions about program assessment<sup>4</sup>

***The results of an assessment will be used to evaluate faculty performance.*** Nothing could be further from the truth. Faculty awareness, participation, and ownership are essential for successful program assessment, but assessment results should never be used to evaluate or judge individual faculty performance. The results of program assessment are used to improve programs.

***Our program is working well; our students are learning; we don't need to bother with assessment.*** The primary purpose of program assessment is to improve the quality of educational programs by improving student learning. Even if you feel that the quality of your program is good, there is always room for improvement. Not to conduct assessment is not an option.

***We will assign a single faculty member to conduct the assessment. Too many opinions would only delay and hinder the process.*** While it is a good idea to have one or two faculty members head the assessment process for the department, it is really important and beneficial to have all faculty members involved. Each person brings to the table different perspectives and ideas for improving the academic program. Also it is important that all faculty members understand and agree to the mission (i.e., purpose) and goals of the academic program.

***The administration might use the results to eliminate some of the department's programs.*** There are two types of evaluation processes: summative and formative. The purpose of summative program evaluation is to judge the quality and worth of a program. On the other hand, the purpose of formative program evaluation is to provide feedback to help improve and modify a program. Program assessment is intended as a formative evaluation and not a summative evaluation. The results of program assessment will not be used to eliminate programs.

***Assessment is a waste of time and does not benefit the students.*** The primary purpose of assessment is to identify the important objectives and learning outcomes for your program with the purpose of improving student learning. Anything that enhances and improves the learning, knowledge and growth of your students cannot be considered a waste of time.

***We will come up with an assessment plan for this year and use it every year thereafter.*** For program assessment to be successful, it must be an ongoing and continuous process. Just as your program should be improving, so should your assessment plan and measurement methods. Each academic department must look at its programs and its learning outcomes on a continual basis and determine if there are better ways to measure student learning and other program outcomes. Your assessment plan should be continuously reviewed and improved.

***Program assessment sounds like a good idea, but it is time-consuming and complex.*** It is impossible to “get something for nothing.” Effective program assessment will take some of your time and effort, but there are steps that you can follow that can help you to develop an assessment plan that will lead to improving student learning. Also, the Office of Institutional Effectiveness is available to provide you with assistance.

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<sup>4</sup>[https://oeas.ucf.edu/doc/acad\\_assess\\_handbook.pdf](https://oeas.ucf.edu/doc/acad_assess_handbook.pdf)

# Planning for Assessment Success



In order to improve, careful planning is necessary. Learning goals and outcomes must be clearly specified, appropriate measures must be selected, data collection must be carefully executed and most importantly results must be shared for improvements to occur. Planning, specifically coordinated and collaborative planning, can break cycles of hurried assessment; allowing faculty to be more intentional with their work, assessment measures, data collection, analysis and interpretation of results, and recommending improvements. Any format that includes each step in the assessment process is acceptable. The Assessment Committee provides a template for planning and reporting program assessment.

## Assessment Plan/Report Template



Student Outcomes Assessment 2022-23

PLAN  REPORT DATE: 8/11/2022

Program: \_\_\_\_\_

Submitted by: \_\_\_\_\_

<b>College Mission</b>
<i>Sweet Briar College challenges and inspires women, forging ethical leaders with the skill, compassion, and vision to create a more just and sustainable world.</i>
<b>Program Mission</b>

**SACSCOC Standard 8.2: Student Outcomes**

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:*

- Student learning outcomes for each of its educational programs.*
- Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.*
- Academic and student services that support student success.*

Program Goal	Student Learning Outcomes	Assessment Method & Criteria for Success	Assessment Results	Evidence of Seeking Improvement
Link program GOAL to program MISSION.	Students will be able to <b>THINK, KNOW, DO</b> or <b>FEEL</b> because of a given educational experience.	What are the specific <b>ASSESSMENT TOOLS</b> that will establish the <b>DEGREE</b> and <b>EXTENT</b> of what will be <b>ACHIEVED</b> ? What are the <b>CRITERIA FOR SUCCESS</b> ?	<b>SUMMARIZE</b> findings vis-à-vis <b>OUTCOMES</b> , means of <b>ASSESSMENT</b> , and <b>CRITERIA FOR SUCCESS</b> . Are there indications for <b>IMPROVEMENT</b> ?	What will the department <b>KEEP, IMPROVE, START</b> or <b>STOP</b> doing, and how will these steps be included in <b>NEXT YEAR'S PLAN</b> ? <ul style="list-style-type: none"> <li>steps to <b>IMPROVE LEARNING</b>?</li> <li>necessary resources?</li> </ul>

## Program mission

A mission statement is a broad statement that communicates what the program is, what it does and who it serves. It informs the stakeholders about the offerings of the program and is aligned with the mission and vision of the college. It speaks to the broad capabilities that are expected from its graduates as reflected in the curriculum. Mission statements may also include brief statements on the career possibilities for students and how the program prepares students to succeed in prospective higher education, career and life.

### Questions to consider:

1. **What is your academic program's primary educational purpose?** For example, does your program provide certain types of skills (critical thinking, analytical thinking, writing or communication skills, etc.) or broad background/theoretical foundation in a certain academic discipline(s) (e.g., art history, biology, philosophy, sociology, etc.)?
2. **What is your program providing to your students to meet this purpose?** For example, what activities does your program use to facilitate this learning? Coursework, labs, research projects, etc.?
3. **Who are your program's key stakeholders?** For example, what activities does your program use to facilitate this learning? Coursework, labs, research projects, etc.?
4. **What type of careers or further study will the program prepare students for?** What do students do after they graduate? What are the most important things they need for success in those pursuits?

### Mission Statement Checklist:

- ✓ Is the mission statement brief and memorable.
- ✓ Is the mission statement distinctive? Can it stand on its own and distinguish itself from other programs if the program's name was removed?
- ✓ Does it clearly state the purpose of the program?
- ✓ Does it indicate the primary functions or activities that the program offers?
- ✓ Does it identify the major stakeholders?

## Program Goals

**Program Goals** describe in broad terms the knowledge, skills, abilities and attitudes that a program expects its students to achieve. They may also include characteristics of career readiness. Goals serve as a framework to develop specific learning outcomes associated with each particular goal.

While every program can and should have unique goals, there is a general consensus among faculty, employers and other higher education stakeholders that college graduates, regardless of major, should have the following capabilities.

**Communication skills, especially in writing.** Practically everyone needs to be able to express themselves clearly in writing and speech.

**Information literacy and research skills.** Students need to continue learning independently after graduation to stay current in their field and for personal development. They need to know how to find and evaluate information.

**Thinking skills.** Most vocations expect the capacity to analyze, evaluate, organize, solve problems and make decisions.

**Interpersonal skills.** The ability to work with and lead others is essential for many careers.

Learning goals should not be written to capture every learning opportunity or acquisition provided by the program, but rather the defining outcomes for all students completing the program. There is no predetermined number of outcomes that is appropriate for every program, however having more than 10 may indicate that the goals encompass more than what is most essential to the program. Program goals should help demonstrate the concepts or “big ideas” students will acquire, like ways of thinking and practicing diverse cultural and disciplinary perspectives.

## KNOWLEDGE

What do you want your students to know by the time they complete your program?

- ◆ What are the most important terms, concepts, theories, and principles students should know?
- ◆ What methods or procedures should they know?

## SKILLS

What do you want your students to be able to do with what they know?

- ◆ What types of skills should they demonstrate?
- ◆ What constitutes effective writing in the program?
- ◆ What performance skills or competencies should they demonstrate?
- ◆ What skills do they need to solve problems in the discipline?
- ◆ What types of research experiences should students have?

## ATTITUDES/VALUES

What do you want your students to care about?

- ◆ What attitudes or values should they develop?
- ◆ What should they appreciate or respect?
- ◆ What ethical issues should they be able to address?

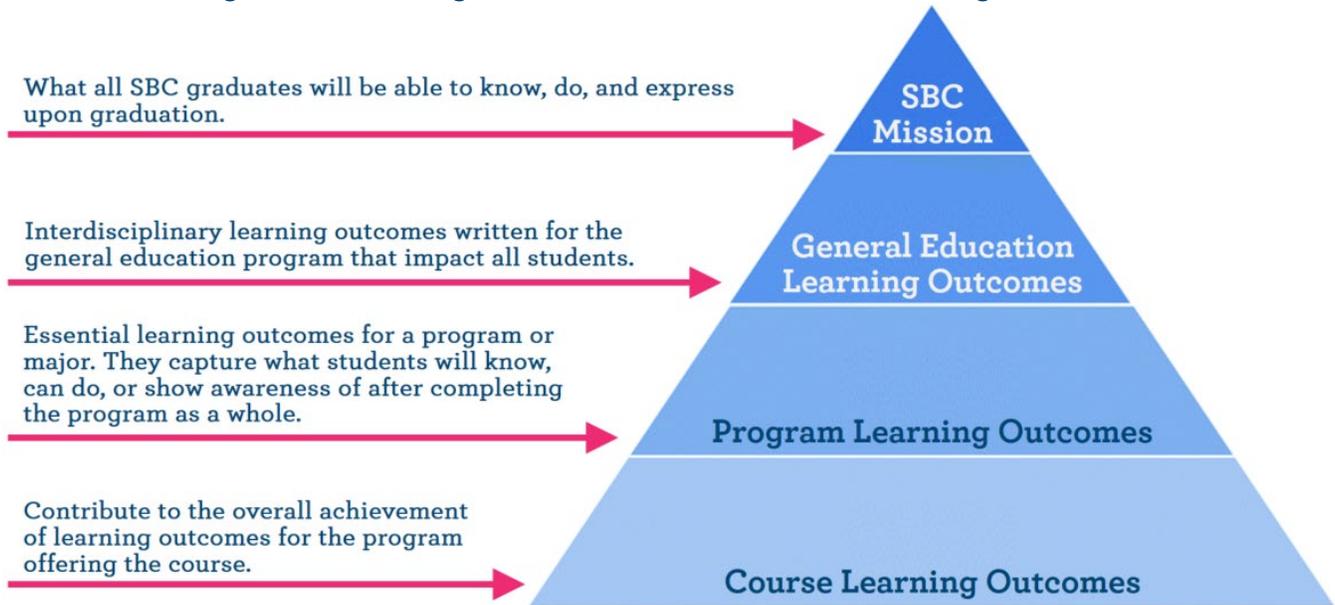
## CAREER READINESS

*Do students demonstrate requisite core competencies that broadly prepare them for success in the workplace and lifelong career management?*

Program goals may be discerned from a variety of sources, such as course syllabi, written descriptions of the program, mission statements, accreditation agencies, professional or certification exams, graduate program requirements, employer expectations, qualities of the “ideal” graduate.

Program goals should also align with institutional goals as expressed, for example, in recruitment material, undergraduate catalog and mission statement. For example, in what ways will the program contribute the knowledge, skills and attitudes/values that comprise the “Sweet Briar Woman.”

## Alignment of Program Goals and Student Learning Outcomes



**Finally, at least one program goal should address student success.** Student success – satisfactory academic progress, persistence, degree-completion and degree-related post-graduation outcomes -- has become a common term in higher education. Yet it is uncommon to find academic programs and student-facing offices that include it as their responsibility. Institutions are connecting the dots between students’ academic success and other facets of their lives, including housing, mental health, and financial well-being, elevating administrative roles that prioritize student success<sup>5</sup>.

### Student Learning Outcomes

For every learning goal, a robust assessment plan will include several SLOs. **Student Learning Outcomes (SLOs)** are the means to measure the stated program goal. They identify observable and measurable knowledge, skills and attitudes/values a student obtains as a result of a learning experience.



<sup>5</sup>Today’s mission critical campus jobs: The roles that are growing in strategic importance. (2021). Washington, D.C.: The Chronicle of Higher Education.

### Follow these steps to compose effective SLOs.

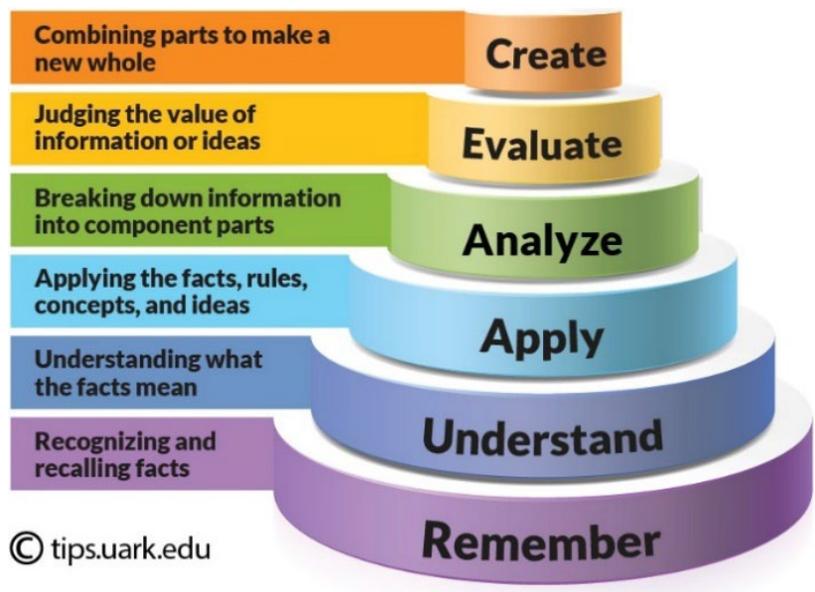
1. In one sentence, describe one major piece of knowledge, skill-set, or attitude/value a student should master by the completion of your program
2. Use action verbs (see Bloom’s Taxonomy)
3. Make sure the knowledge, skill-set, or attitude/value is measurable. Consider the kind of evidence that can be collected.
4. Ensure that the outcome is clear and understandable to students.

#### SLOs have these characteristics:

- ✓ specific and well defined
- ✓ realistic and attainable
- ✓ rely on active verbs in the future tense
- ✓ framed in terms of the program instead of specific classes
- ✓ align with the program’s curriculum
- ✓ align with the institution’s mission
- ✓ simple and not compound
- ✓ focus on learning products and not the learning process

### Using Bloom’s Taxonomy to Write Effective Learning Outcomes

Bloom’s Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These six levels can be used to structure the learning outcomes, lessons, and assessments of your course. Like other taxonomies, Bloom’s is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. Bloom’s Taxonomy is shown here as having a “cake-style” hierarchy to emphasize that each level is built on a foundation of the previous levels<sup>6</sup>.



Bloom’s taxonomy is a powerful tool to help develop learning objectives because it explains the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept, you must first understand it.
- In order to evaluate a process, you must have analyzed it.
- To create an accurate conclusion, you must have completed a thorough evaluation.

<sup>6</sup><https://tips.uark.edu/using-blooms-taxonomy/>

## Elements of a Student Learning Outcome

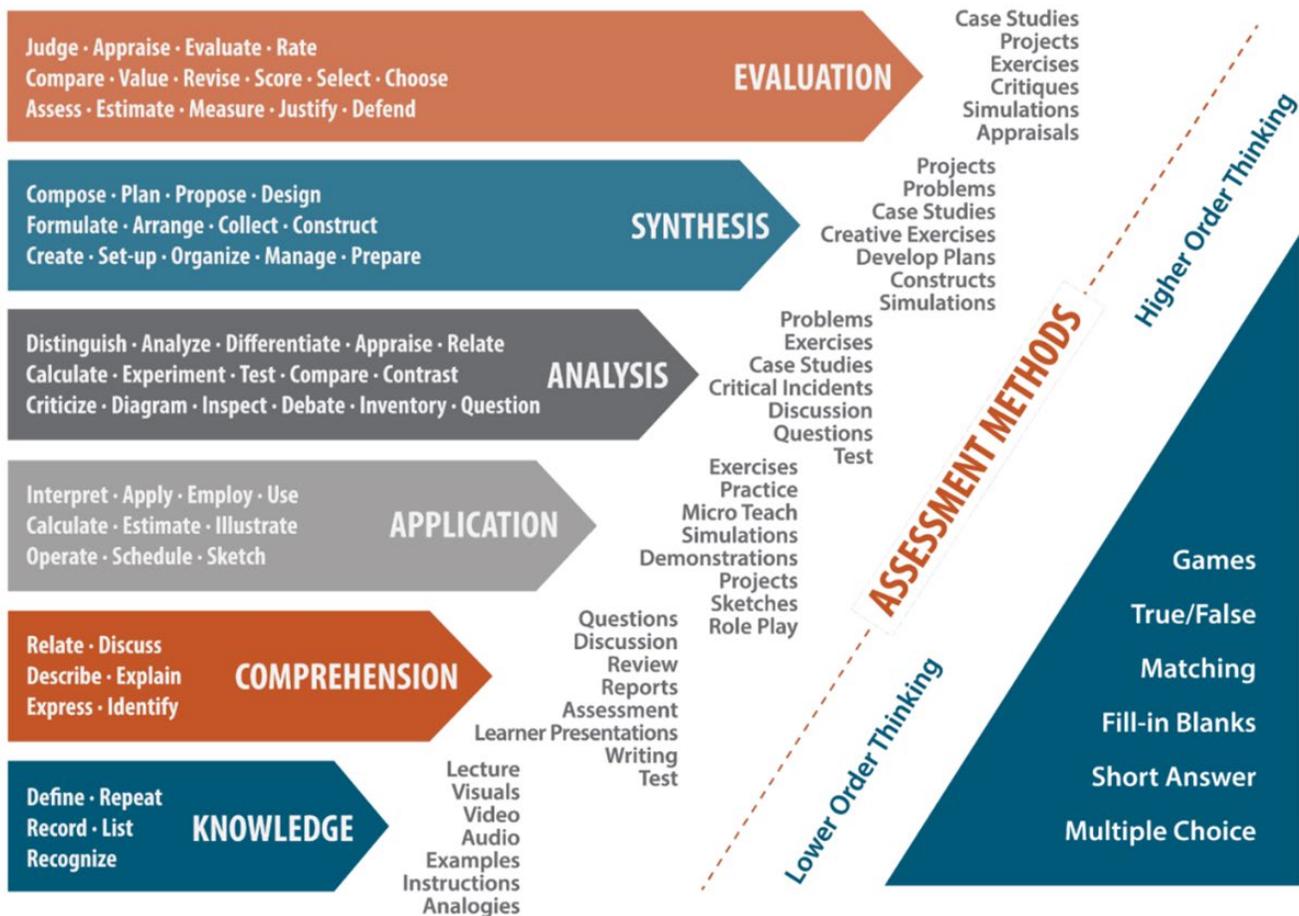
SLOs can often be written in a formulaic manner:<sup>7</sup>

As a result of participating in the [“condition”] + [“audience”] + will be able to {“action verb”} [“degree”] + [“behavior”] + [in a “method”].

“Condition” is when, where, what action was taken to facilitate learning. “Audience” is who is the target of your program, event, or course. “Action verb” is from Bloom’s Taxonomy. “Degree” is how much learning you expect to take place -- the minimum benefit of the program to your audience. “Behavior” is what the target should be able to know, do, or value after your program. “Method” is how you will directly observe learning took place.

# BLOOM’S COGNITIVE LEVELS

## FROM BLOOM TO ASSESSMENT



<sup>7</sup> <https://www.unr.edu/student-persistence-research/outcomes-assessment/learning-outcomes-generator>

## Non-Academic Outcomes

While academic outcomes define expected behavior or knowledge that a student will demonstrate after they complete a course or program, non-academic outcomes focus on skills and accomplishments outside of classroom learning. Non-academic outcomes should tie back in some way to the college mission statement.<sup>8</sup>

## Assessment Methods

There are many approaches to assessing student learning and a variety of frameworks to interpret assessment results. The best assessment plans use multiple and varied approaches. Here are a few.

**Formative and Summative Assessments.** Formative assessments are those carried out while student learning is taking place—midway through a course or program. Summative assessments are those taken at the end of a course or program.

**Assessments Yielding Direct and Indirect Evidence.** Direct evidence is tangible, visible self-explanatory evidence of exactly what students have or haven't learned. Examples would include scores and pass-rates on licensure or certification exams, capstone experiences, portfolios, pre-test/post-test scores. Indirect evidence provides signs that students are probably learning, but proof of what exactly they have learned is less clear and less convincing. For example, a 95% teacher education job-placement rate may be indicative of a successful academic program. Or it could reflect a dire teacher shortage.

**Assessments Yielding Evidence of Learning Processes, Inputs and Context.** These might include time on task, and active learning. Here the focus is not on what students learn or don't learn, but *why* students learn or don't learn. Evidence along these lines would include transcripts, catalog descriptions and course syllabi as an indicator of program coherence; logs kept by students documenting time spent on course work; counts of out-of-class interactions between faculty and students; subject-related library use statistics, etc.

**Objective and Subjective Assessments.** An objective assessment is one that needs no professional judgement to score correctly. Subjective assessments, by contrast, yield many possible answers of varying quality and require professional judgement to score. Subjective assessments assess many important skills that objective assessments cannot, including organization, synthesis and problems solving. They are the tool of choice when we want to promote creativity and originality.

**Performance Assessments and Traditional Assessments.** Traditional assessments include objective test, essay questions and oral exams. Performance assessments ask students to *demonstrate* the knowledge, skills, abilities and attitudes that a program expects its students to achieve.

**Embedded and Add-On Assessments.** Embedded assessments are set in coursework. Course assignments can serve a dual purpose, giving useful information on what students have learned in a course but also how well they have achieved one or more program goals.

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<sup>8</sup>The Essential Guide to Assessment Strategy [<https://www.watermarkinsights.com/resources/ebooks-guides/the-essential-guide-to-assessment-strategy>].

Add-on assessment go beyond course requirements, such as assembling a portfolio, taking a published comprehensive exam, or participation in a survey or focus group.

**Local and Published Assessments.** Local assessments are those created by faculty or staff at the institution. Published assessments are those offered by an external organization, such as the CLA+ exam used to assess the Leadership Core.

**Quantitative and Qualitative Assessments.** Quantitative assessments use structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically. Qualitative assessments use flexible, naturalistic methods and are usually analyzed by looking for recurring patterns and themes, such as reflective writing, notes from interviews and focus groups, on-line discussion threads, etc.

## Criteria for success

When writing your assessment plan, consider what questions you want the assessment to answer. An effective and appropriate assessment strategy requires a clear understanding of what you want to accomplish and why. Here are six frames-of-reference for determining criteria for success:

**Standards-based.** Are students meeting program standards?

**Benchmarking:** How do students in your program compare to peers?

**Best practice:** How do your students compare to the best of your peers?

**Value-added:** Are your students improving?

**Longitudinal:** Is the program improving?

**Capability:** Are the students doing as well as they can?

Each perspective has advantages and disadvantages and each gives a somewhat incomplete picture of student learning. Using multiple perspective—as many as appropriate and feasible—will give the most complete picture of how effectively students are achieving program goals.

# The Assessment Toolbox



## Curriculum map

A curriculum map is a visualization of how courses offered by a program fit with its student learning objectives. One way to do this is to create a table showing which learning objectives are addressed by each course. Grouping courses (e.g., all those fulfilling a particular requirement) works well for some units, as does including outside courses frequently taken by their students. Units can also use a more complex system indicating not simply whether a particular learning objective is addressed, but also the extent to which it is addressed. If an internship or immersion experience is required, that should go in the table, too. A [Curriculum Map Worksheet](#) is available for download in the Assessment committee's Google Drive.

One step in developing a curriculum map is to inspect recent course syllabi. Discussions with instructors can provide further details on assignments and in-class activities—on what students actually do in the course and what learning opportunities are provided.

Curriculum maps can show that courses and learning objectives are well matched—and it can also suggest changes. Perhaps some category of courses should be required, rather than optional. Perhaps new readings or problem sets or writing assignments, more closely aligned with the learning objectives, should be added to some courses. Perhaps new courses should be introduced. Or, if some courses faculty members see as valuable don't coincide with the stated learning objectives, maybe the objectives should be revised. An important consideration is that curriculum maps don't directly get at what students learn; providing opportunities relevant for a learning goal does not mean that the intended learning necessarily happens.

### Curriculum map checklist<sup>9</sup>

1. **Do specific course-level learning outcomes align with program-level learning outcomes?**  
Specific course-level learning outcomes align with program-level learning outcomes. Write the number of the specific course-level learning outcome(s) in the corresponding program-level outcome cell on the curriculum map. Not all course-level learning outcomes will align with a program-level learning outcome. If a course does not have any learning outcomes that align

<sup>9</sup>[https://www.yc.edu/v6/curriculum/docs/curr\\_map\\_checklist.pdf](https://www.yc.edu/v6/curriculum/docs/curr_map_checklist.pdf)

with at least one of the program-level outcomes, please review the course and either revise the outcomes or possibly eliminate the course as a requirement for the program.

- Are all program-level outcomes aligned with outcomes from courses that are required for completion of the program?** Check to make sure that all program-level outcomes are included in the required courses and not only in courses that are electives or courses that only a few students take.
- Are important program outcomes addressed throughout the curriculum?** If an important program-level outcome is aligned to only a few course-level outcomes, check to see if any adjustments need to be made to the map, the curriculum, and/or the course outcomes to adequately address the important program outcome. Students need the opportunity to learn important outcomes in several courses in the program to attain proficiency.

## Sample Curriculum Map

### Political Science, B.A. (36 credit hours)

**Required:**

- PHIL 129 - Introduction to Political Philosophy CR: 3
- POLS 159 - Introduction to American Government CR: 3
- POLS 209 - Global Politics CR: 3
- POLS 242 - Introduction to Comparative Politics CR: 3
- POLS 322 - American Foreign Policy: History and Process CR: 3
- POLS 324 - The American President and Congress CR: 3

**Senior Exercise:**

- POLS 452 - Senior Seminar in Political Science CR: 3

**Choose 1 of the following courses:**

- POLS 316 - U.S. Civil Rights and Liberties CR: 3
- POLS 368 - Genocide and the Holocaust CR: 3

**Choose 4 additional courses.**

Choose 4 additional courses from the following programs: Economics (ECON), History (HIST), and Philosophy (PHIL) (excluding PHIL 129 - Introduction to Political Philosophy).

Student Learning Objectives	PHIL 129	POLS 159	POLS 209	POLS 242	POLS 322	POLS 324	POLS 316	POLS 368	ECON HIST PHIL	ECON HIST PHIL	ECON HIST PHIL	ECON HIST PHIL	POLS 452
<b>SLO 1:</b>	I,P				P		P	P					M
Assessment Method(s)	Exam Questions, Group Exercise, Presentation				Group Exercise, Presentation		Exam Questions, Group Exercise, Presentation	Exam Questions, Group Exercise, Presentation					Assignment, Term Paper
<b>SLO 2:</b>									I,P	I,P	I,P	I,P	P,M
Assessment Method(s)									Exam Questions	Exam Questions	Exam Questions	Exam Questions	Presentation
<b>SLO 3:</b>									I,P	I,P	I,P	I,P	M
Assessment Method(s)									Exam Questions, Assignment	Exam Questions, Assignment	Exam Questions, Assignment	Exam Questions, Assignment	Group Exercise, Presentation, Term Paper
<b>SLO 4:</b>			I,P				P,M	P,M					P,M
Assessment Method(s)			Exam Questions, Group Exercise, Presentation				Exam Questions, Group Exercise, Presentation	Exam Questions, Group Exercise, Presentation					Presentation
<b>SLO 5:</b>	I,P	I,P	I,P	I,P	I,P	P	P	P					P,M
Assessment Method(s)	Assignment, Presentation	Project	Assignment	Term Paper	Projects, Presentation	Exam Questions, Assignment	Exam Questions, Assignment	Exam Questions, Assignment					Assignment, Presentation
<b>SLO 6:</b>									I,P	I,P	I,P	I,P	P,M
Assessment Method(s)									Assignment	Assignment	Assignment	Assignment	Exam Questions, Assignment, Presentation
<b>SLO 7:</b>			I,P				P,M	P,M					P,M
Assessment Method(s)			Exam Questions, Group Exercise, Presentation				Exam Questions, Group Exercise, Presentation	Exam Questions, Group Exercise, Presentation					Presentation

Office of Institutional Effectiveness | October 2021

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## Scoring Rubrics

A rubric is a scoring guide: A simple list, chart or guide that describes the criteria to be used to score or grade an assignment. At minimum, a rubric lists the features you are looking for when you evaluate a student assignment. Using rubrics makes assessment easier and improves students' learning.

### Rubrics ...

- ✓ help students understand your expectations.
- ✓ can inspire better student performance.
- ✓ make scoring easier and faster.
- ✓ make scoring more accurate, unbiased and consistent.
- ✓ improve communication with your students
- ✓ reduce arguments with your students

### Types of rubrics

**Checklists.** A checklist rubric is a simple list indicating the presence of the “things you are looking for.”

**Ratings Scales.** A checklist with an ordered rating scale added to show the *degree* to which “the things you are looking for” are present.

**Descriptive Rubrics.** These rubrics provide brief descriptions of the performance that merits each possible rating. The Association of American Colleges & Universities’ VALUE rubrics<sup>10</sup> used for assessing the Leadership Core fall into this category. Descriptions for each performance level make faculty expectations explicit and student performance credibly documented.

**Holistic Scoring Guides.** These rubrics do not have a “list of things you are looking for.” Instead they feature short narrative descriptions of the characteristics of outstanding work, acceptable work, unacceptable work, and so on.

### Creating a rubric

Creating a rubric begins by listing the “things you're looking for,” the things you want your students to demonstrate. Consider also the key characteristics of student assignments, such as:

**Impact:** Does the assignment accomplish its purpose? Is the problem solved? Is the argument persuasive?

**Quality:** Is the assignment high quality? Are its components complete, clear and well organized?

**Methods:** Does the student follow correct procedures and use appropriate tools? Does the assignment show expected behaviors; such as evidence of careful research or collaboration?

**Content validity:** Is the assignment accurate? Are arguments defensible?

**Mastery:** Does the assignment demonstrate complex, mature understanding of the subject? Is the work insightful, fluent?

<sup>10</sup><https://www.aacu.org/value-rubrics>

## Using rubrics to assess learning goals & outcomes

Although rubrics are most often used to evaluate coursework—papers, projects, performances, etc.—they can also be used to assess program learning goals by looking at evidence of learning from a number of sources, such as embedded course assignments, capstone experiences, field experiences, employer feedback, student self-assessments, peer evaluations, and portfolios.

## Assignments

Effective assignments help assess what students have learned and also help students learn what we value. Whether we assign an essay, research paper, speech, work of art, performance or laboratory demonstration, giving them instructions and guidance that clearly outlines what to do and why will help them both learn and demonstrate learning.

## Prompts

Prompts can be used to convey our expectations for a wide range of student learning outcomes. A prompt is a statement that tells students exactly what they are to do. *Restricted-response* prompts ask every student to give the same response in their own words. *Extended-response* prompts give students latitude in determining how to complete the assignment; completed assignments can vary in organization, style and content.

Course assignments offer a world of possibilities beyond terms papers or essays. Prompts can ask students to demonstrate skill—often in realistic settings—rather than describe or explain those skills. Some examples include:

- Abstract and executive summary
- Advertisement or commercial
- Annotated bibliography
- Briefing paper
- Brochure or pamphlet
- Campaign speech
- Case study
- Collaborative group activity
- Dramatization of an event or scenario
- Experiment or other laboratory experience
- Field notes
- Graph, chart, diagram, flowchart or other visual analytics
- Letter to an editor
- Podcast
- Poster, display or exhibit
- Presentation, demonstration or slide show
- Self-reflection
- Survey, including analysis of results
- Video recording
- Web site

## Creating a good prompt

To construct prompts that deliver deep learning experiences: and inspire students' best work, try these tips:

**Address specific, important learning goals for the assignment.** Have students focus on the skills and conceptual understandings that are considered most important. The best way to identify the learning goals you want students to achieve is to develop a rubric.

**Create a meaningful task or problem that corresponds to those goals.** A good approach is to think of a task that might be done by someone “in real life.”

**Make the assignment a worthwhile use of learning time.** Consider carefully whether the time students invest in the assignment will yield an appropriate payoff in terms of learning.

**Aim students at the desired outcome.** Give your student clear written directions and a framework upon which they can successfully produce their best work.

**Give the assignment a meaningful name.** The title of an assignment is a powerful way to convey to students what you want them to do.

**Set challenging but realistic expectations.** When students know exactly what they need to do to achieve a high score, they will often rise to meet the standard. You may give your students the rubric you will use to evaluate their completed assignment. Make sure it clearly specifies your standards for outstanding work.

## Student Reflection

Reflection helps students learn by encouraging metacognition and synthesis. The best assessments are learning experiences for students as well as opportunities for instructors to see what they have learned, and that is where reflection stands out as an assessment tool.

*One of the most intriguing developments in education has been the increasing value placed on reflection: encouraging students to reflect on what, how and why they have learned.*

—Linda Suskie

### Reflection helps students learn

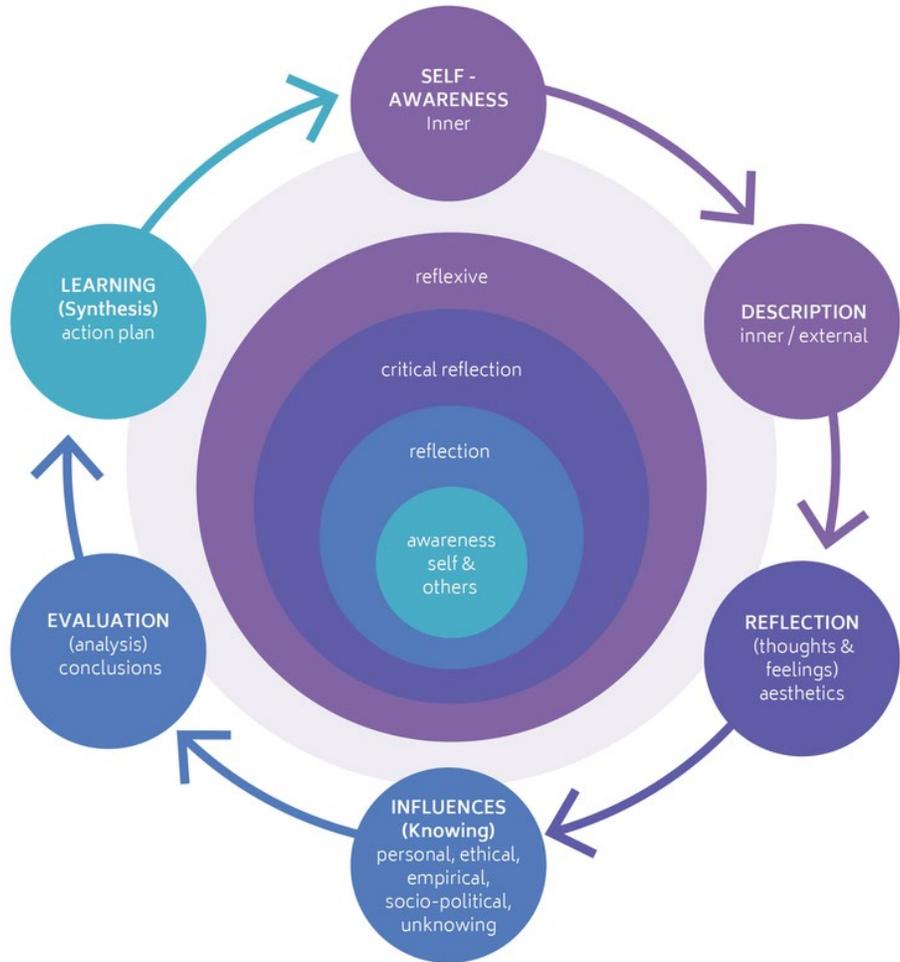
Metacognition – learning how to learn and acquiring self-awareness of how one learns best – is an increasingly important skill for lifelong learning. Metacognition encompasses:

- Use of efficient learning techniques
- Discussing and evaluating one's problem solving strategies
- Critically examining and evaluating the bases for one's arguments.
- Correcting or revising one's reasoning or arguments when self-examination so warrants.
- Forming efficient plans for completing work.
- Evaluating the effectiveness of one's actions.

The ability to put together what one has learned and see the big picture is an important learning goal. Asking students to reflect on the major lessons they have learned throughout the curriculum, the learning strategies they used, and how the pieces fit together helps students cultivate metacognition and synthesis skills.

### Reflection assess attitudes, values and other “ineffables.”

Academic programs strive to foster in their students a lifelong interest in their subject, continuing to read about and contemplate related issues or developments through their whole lives. Such attitudes are difficult to assess through structured assessment formats, where students may be more likely to give answers they think instructors are looking for than an honest account. Carefully worded prompts for reflective writing can encourage candid reflection that is far more useful to instructors and students. There is no perfect way to assess attitudes or values student reflection can be a proxy measure that offers hints about how students may think or feel later in their lives.



### Reflection balances quantitative assessments with qualitative information.

Student reflection is a qualitative assessment method that can potentially give fresh insights, explore possibilities not already considered, and expose problems – and solutions – that would not be revealed through quantitative assessments alone.

### Reflection yields useful information quickly and easily.

Student reflection can be implemented extraordinarily quickly, adding to its appeal as an assessment method. Asking students for very brief reflections allows for easier analysis of responses. For large classes, sampling may be an appropriate shortcut to gain a sense of common themes.

### How might students reflect?

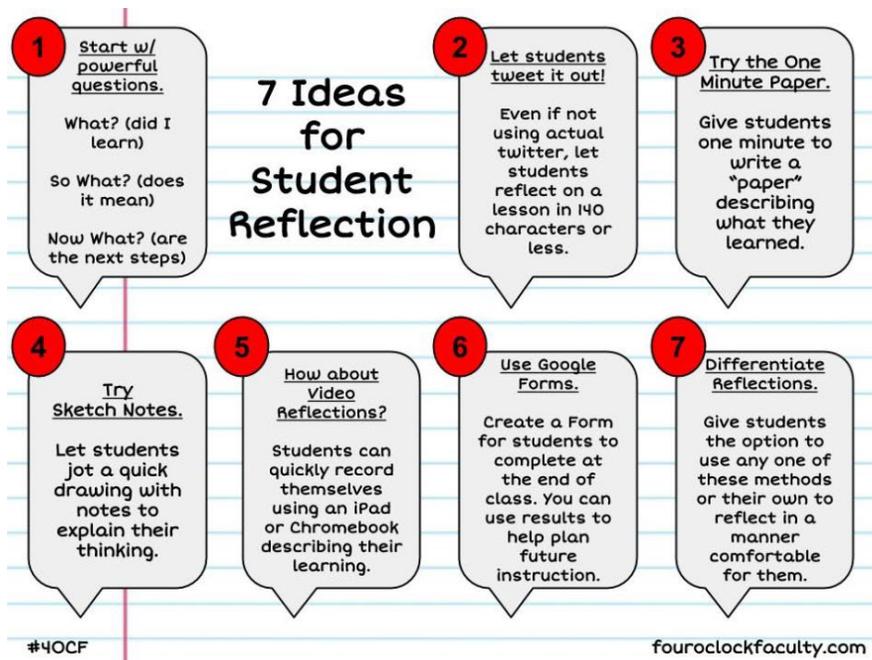
Instructors seeking student reflection can assign minute papers, other questions and prompts, journals, or self-ratings. Interviews and focus groups also offer opportunities for student reflection.

**Minute papers:** For this exercise, students are given a few of thought-provoking questions and asked to write just one sentence for each. For example, students might be given a minute at the end of class time to answer two questions:

- What was the most important thing you learning during today’s class?
- What important questions remain unanswered?

**Other short questions and prompts:** The minute paper concept can be adjusted to probe other aspects of students’ learning processes or their developing attitudes and values. For honest feedback, use questions where there are no obviously right or wrong answers. Ideally, no more than three questions should be asked at one time. Here are some sample questions:

- What one assignment for this course (or program) was your best work? What makes it your best work? What did you learn by doing it?
- If you were to start this assignment (course, program) over what would you do differently the next time?
- What strategies did you use to learn the material in this assignment (course, program)? Which were most effective? Why?
- What makes a person a good (writer, teacher, biologist, rider, environmentalist, etc.)?
- What have you learned in this course (program) that will help you continue to grow as a (performer, engineer, political scientist, etc.)?



**Before-and-after reflection:** It can be useful to ask students to reflect on both the beginning and end of a course or program and compare their responses to gain a sense of growth and development.

**Longer self-reflection assignments:** Longer assignments such as essays reflecting on learning experiences throughout a program can help students synthesize what they have learned and distill their attitudes, values and learning habits.

**Journals:** Journals require repeated entries during a course or program. Effective journals are carefully planned and tied to a clear learning goal. Effective journals also require clear instructions and prompts and useful feedback. Journals can be designed to help students develop any of the following:

- A skill through repeated practice.
- Study skills.
- Conceptual understanding.
- Metacognitive and synthesis skills

**Self-ratings:** Students can reflect on what they’ve learned by rating themselves on their knowledge, skills and attitudes using a rating scale. Unlike reflective writing, self-ratings can be easily tallied and summarized. Ratings should be transparent, where right and wrong answers are obvious. As such, results should be interpreted carefully; students may give answers they perceive their instructor wants to hear rather than an honest self-evaluation.



**LIBRARY SKILLS SESSION**

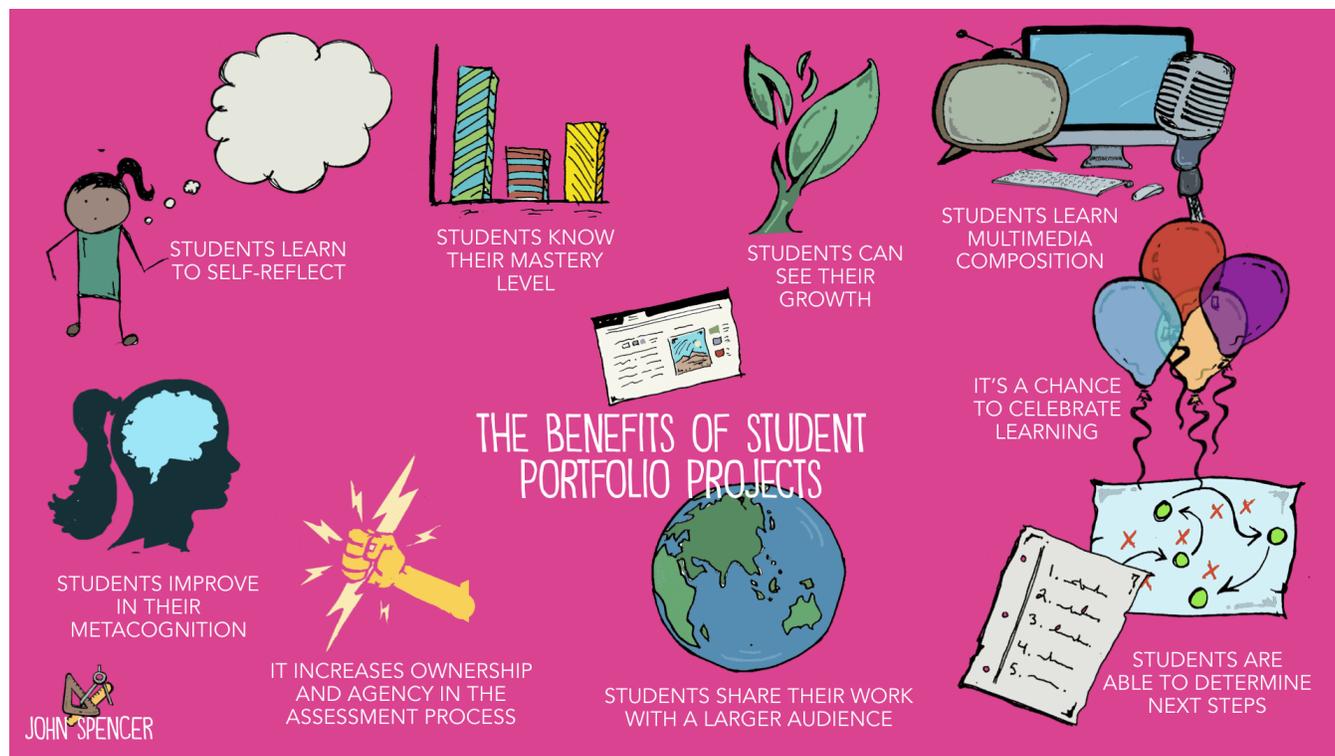
For each of the following, please make **TWO** ratings:

- 1) How strong are your skills?
- 2) How much has today's library session for this course helped you to strengthen your skill?

	YOUR SKILL LEVEL					HOW MUCH TODAY'S SESSION HELPED				
	Weak 1	2	3	4	Strong 5	Not at all 1	2	3	Very much 4	5
1. Identify potential sources of information related to this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2. Find information that is appropriate for an relevant to this field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. Critically evaluate information that you find, including its accuracy, authority, coverage, objectivity and currency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. Cite the work of others accurately and ethically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

## Portfolios<sup>11</sup>

Student portfolios take many forms, so it is not easy to describe them. A portfolio is not the pile of student work that accumulates over a semester or year. Rather, a portfolio contains a purposefully selected subset of student work. “Purposefully” selecting student work means deciding what type of story you want the portfolio to tell. For example, do you want it to highlight or celebrate the progress a student has made? Then, the portfolio might contain samples of earlier and later work, often with the student commenting upon or assessing the growth. Do you want the portfolio to capture the process of learning and growth? Then, the student and/or teacher might select items that illustrate the development of one or more skills with reflection upon the process that led to that development. Or, do you want the portfolio to showcase the final products or best work of a student? In that case, the portfolio would likely contain samples that best exemplify the student’s current ability to apply relevant knowledge and skills. All decisions about a portfolio assignment begin with the type of story or purpose for the portfolio. The particular purpose(s) served, the number and type of items included, the process for selecting the items to be included, how and whether students respond to the items selected, and other decisions vary from portfolio to portfolio and serve to define what each portfolio looks like.



Thoughtful portfolio assignments ask students to reflect on their work, to engage in self-assessment and goal-setting. These are authentic skills students need to develop to successfully manage in the real world. Research has found that students in classes that emphasize improvement,

<sup>11</sup> <http://jfmuller.faculty.noctrl.edu/toolbox/portfolios.htm>

progress, effort and the process of learning rather than grades and normative performance are more likely to use a variety of learning strategies and have a more positive attitude toward learning. Yet in education we have shortchanged the process of learning in favor of the products of learning. Students are not regularly asked to examine how they succeeded or failed or improved on a task or to set goals for future work; the final product and evaluation of it receives the bulk of the attention in many classrooms. Consequently, students are not developing the metacognitive skills that will enable them to reflect upon and make adjustments in their learning in school and beyond.

Portfolios typically are created for one of the following three purposes: to show growth, to showcase current abilities, and to evaluate cumulative achievement.

### 1. Growth Portfolios

- a. to show growth or change over time
- b. to help develop process skills such as self-evaluation and goal-setting
- c. to identify strengths and weaknesses
- d. to track the development of one more products/performances

### 2. Showcase Portfolios

- a. to showcase end-of-year/semester accomplishments
- b. to prepare a sample of best work for employment or college admission
- c. to showcase student perceptions of favorite, best or most important work
- d. to communicate a student's current aptitudes to future teachers

### 3. Evaluation Portfolios

- a. to document achievement for grading purposes
- b. to document progress towards standards
- c. to place students appropriately

The growth portfolio emphasizes the process of learning whereas the showcase portfolio emphasizes the products of learning. Of course, a portfolio may tell more than one story, including more than one category above. For example, a showcase portfolio might also be used for evaluation purposes, and a growth portfolio might also showcase "final" performances or products. What is critical is that the purpose(s) is clear throughout the process to student, teacher and any other pertinent audience.

## Questions to consider when creating a portfolio assignment

Questions that need to be addressed when considering the design of a portfolio assignment include:

**Purpose:** What is the purpose(s) of the portfolio?

**Audience:** For what audience(s) will the portfolio be created?

**Content:** What samples of student work will be included?

**Process:** What processes (e.g., selection of work to be included, reflection on work, conferencing) will be engaged in during the development of the portfolio?

**Management:** How will time and materials be managed in the development of the portfolio?

**Communication:** How and when will the portfolio be shared with pertinent audiences?

**Evaluation:** If the portfolio is to be used for evaluation, when and how should it be evaluated?

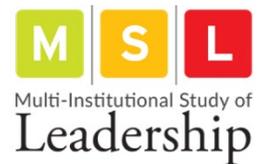
## Objective exams

These are tests that use multiple-choice, true-false, matching, and fill-in-the-blank can be scored by anyone with an answer key.

## Surveys, Focus Groups and Interviews

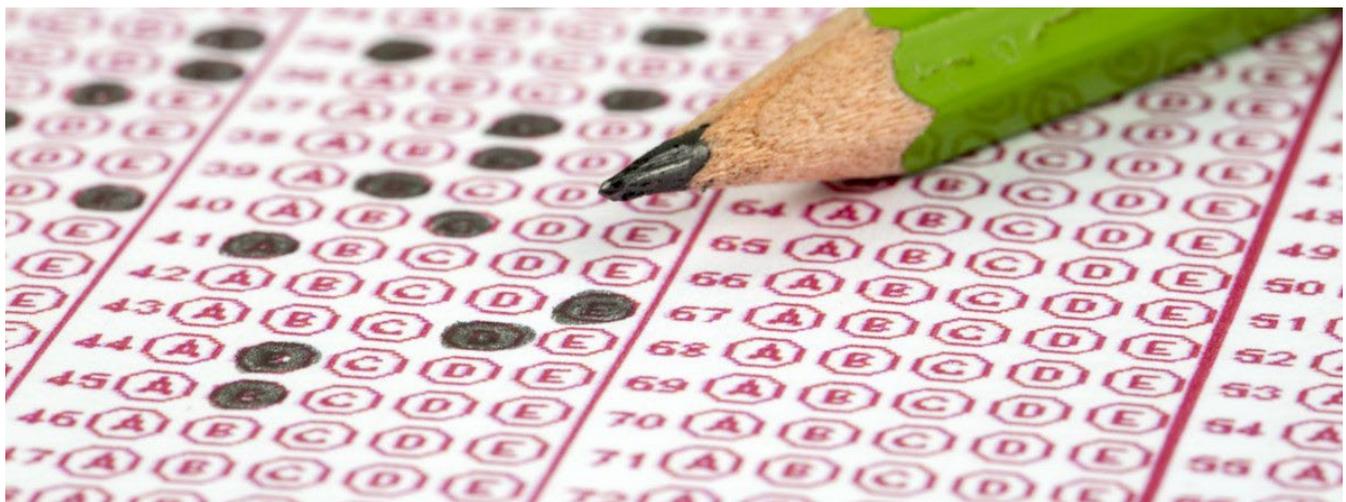
Surveys, focus groups and interviews are useful for collecting information on students' background, experiences, plans, opinions and attitudes. People who might contribute useful information related to student learning outcomes through surveys, focus groups or interviews include current students, graduating students, alumni, current & prospective employers and supervisors of students' field experiences.

National surveys, such as the *National Survey of Student Engagement*, and the *Multi-Institutional Study of Student Leadership*, may also provide useful evidence of student outcomes.



## Standardized Tests

Standardized tests are published by an organization and used by a number of institutions, such as the CLA+ exam used to assess the Leadership Core. Licensure exams also fall under this category.



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# Putting Assessment Results to Good and Appropriate Use

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## Summarizing and Analyzing Assessment Results<sup>12</sup>

An assessment plan's value to the program lies in the evidence it offers about overall strengths and weaknesses, and in the evidence it provides for change. The key factors in achieving real value from all of your work is to make the most out of the information you have collected by using effective analysis and interpretation practices.

### The Best Ways to Analyze and Interpret Assessment Information

- Present the data in relation to the program's identified goals and objectives
- Use qualitative and quantitative methods to present a well-balanced picture of the assessment goals and driving questions
- Vary your analysis and reporting procedures according to identified audiences (accreditors, campus report etc.)
- Develop recommendations based on the analysis of data and using identified goals as a framework within which to accomplish suggested changes

### Consider the extent to which your findings can help you answer the following questions:

1. What does the data say about students' mastery of subject matter, research skills, or writing?
2. What does it say about meeting benchmark expectations?
3. What does the data say about your students' preparation for taking the next step in their careers?
4. Are graduates of your program getting good jobs, accepted into reputable graduate schools?
5. Are there areas where your students are outstanding?
6. Do you see weakness in any particular skills, such as research or critical thinking skills?

These are compelling questions for faculty, administrators, students, and external audiences alike. If your assessment information can shed light on these issues, the value of your efforts will become all the more apparent.

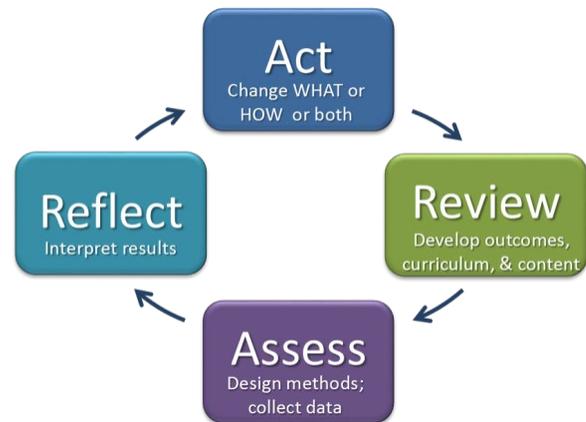
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<sup>12</sup> <https://academicprograms.calpoly.edu/analysis-assessment-results>

Remember that data can often be misleading, and even threatening, when used for purposes other than originally intended and agreed upon. For example, data collected from the assessment of student performance in a capstone course should be used to identify areas of strengths and weaknesses in student learning “across the students’ entire experience in the major”. In this way, the data can guide curricular modifications and departmental pedagogical strategies. The data should NOT be used to evaluate the performance of the capstone course instructor.

## Using Assessment Findings Effectively and Appropriately

One of the most challenging aspects of assessment is using the results to inform and reflect upon current practice and facilitate program change. This phase of assessment planning is often referred to as “closing the loop.” Using assessment results is a key element in supporting a program’s continuous improvement processes. A critical starting point is dissemination and discussion of assessment findings among program faculty and staff. Programs might also share findings with students (if appropriate), as well as deans, department chairs, college curriculum committees, and governing bodies.



### Reflect on these questions

1. What did the assessment results indicate about the level of achievement of the student learning outcomes?
2. Did the results inform or guide program improvements to curriculum or instruction?
  - If yes, how and when will the improvement or change be implemented?
  - If yes, how will you know if the improvement or change improved student learning?
3. Did the program use any other data to guide improvement to program services or support?
4. In what ways are you able to "close the loop" and use data to improve student learning outcomes or the program?

# Role of the Assessment Committee



Sweet Briar College has a codified system for identifying expected outcomes for each of its educational programs, assessing the extent to which its programs achieve these outcomes, and documents opportunities for improvement based on analysis of the results.

The Assessment Committee provides oversight and coordination for the College’s assessment activities. The Faculty Rulings (XIV.H.1, p. 26-27) describe the assessment committee as follows:

The Assessment Committee, in consultation with the Faculty, develops and implements means to assess the degree to which the College is fulfilling its stated educational Mission. Membership consists of four full-time members of the Faculty appointed for staggered three-year terms and four full-time staff members appointed for staggered three-year terms (a member of the Student Life Office; a member of the Dean’s Office; a member of the Finance and Administration Office or the Admissions Office; and a member of the Alumnae and Development Office, the Communications Office, or Computer Services). Serving *ex officio* (voting) is the Associate Dean of Academic Affairs; serving *ex officio* (non-voting) is the Dean of the College, the Dean of Student Life, the Coordinator of the Leadership Core, and a representative of the Office of Institutional Effectiveness. Members may serve consecutive terms. (Ruling XIV.H.1, p. 26-27).

The College adopted the five-column assessment model to organize program assessment efforts, first introduced by James O. Nichols in –A practitioner’s handbook for institutional effectiveness and student outcomes assessment implementation|| in 1989. Using this framework, annual assessment reports document each program’s assessment activities. Reports contain five elements (columns):

1. College/Program Mission
2. Student Learning Outcomes
3. Means of Program Assessment and Criteria for Success
4. Summary of Data Collected
5. Use of Results

In 2009-10, the assessment committee adopted evaluative criteria by which each program's assessment efforts are evaluated. The Assessment Planning and Reporting Guidelines describe the criteria in detail and categorizes each criterion into three levels: established, developing or undeveloped. A fully-established assessment program would meet the following criteria:

- Relevant parts of the College mission, statement of purpose, or promises are referenced.
- Program or unit mission statement is provided and is aligned with the College mission, statement of purpose, or promises.
- Student learning outcomes and/or administrative objectives are consistent with the college mission, statement of purpose, and/or promises and the program or unit mission.
- Student learning outcomes and assessment methods for instructional programs clearly assess students in all parts of the program –pipeline|| (i.e. majors, non-majors, service courses).
- Multiple assessment methods are used for each outcome and include direct and indirect measures.
- Assessment methods are described in detail and are consistent with the outcomes and/or objectives.
- Criteria are referenced that provide the minimum performance standards.
- Results summarize the assessment data collected from the actual implementation of the means described and highlight the extent to which outcomes and/or objectives were exceeded or accomplished and/or reveal the presence of shortcomings.
- Use of results statements are responsive to the shortcomings revealed, describe actions designed to improve learning, programs or services and indicate a contextual reflection on the assessment data reported for the current as well as prior years.
- Assessment reports are collected and evaluated by the assessment committee using the criteria on an annual basis and determines whether the report should be approved, approved with comments/edits or not approved.

These criteria are included in the appendix.

## Appendix: Assessment Resources



### Books:

Allen, Mary J., *Assessing Academic Programs in Higher Education*, Anker Publishing Company, Inc., 2004.

Suskie, L. (2018). *Assessing Student Learning: A Common Sense Guide* (3rd ed.). Jossey-Bass.

Bryan, C., & Clegg, K. (2019). *Innovative Assessment in Higher Education: A Handbook for Academic Practitioners* (2nd ed.). Routledge.

Schuh, J. H., & Upcraft, L. M. (2000). *Assessment Practice in Student Affairs: An Applications Manual* (1st ed.). Jossey-Bass.

Dueck, M. (2021). *Giving Students a Say: Smarter Assessment Practices to Empower and Engage*. ASCD.

### Helpful websites:

<https://www.cmu.edu/teaching/assessment/index.html>

<https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/Introduction-to-SLO-Assessment.pdf>

<https://www.tamuct.edu/coba/docs/coba-assessment-guide.pdf>

<https://www.csusb.edu/curriculum-development-guide/part-3-key-program-course-design-considerations>

<https://www.northwestern.edu/studentaffairs/assessment/learning-outcomes/student-learning-outcomes/index.html>

<https://offices.depaul.edu/center-teaching-learning/assessment/assessing-learning/Pages/analysis-and-interpretation.aspx>

<https://assessment.provost.wisc.edu/annual-assessment-reporting-criteria/>

<https://www.watermarkinsights.com/resources>

## Career Readiness Competencies<sup>13</sup>



### Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



### Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



### Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



### Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



### Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



### Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



### Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



### Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

[nacweb.org/career-readiness-competencies](https://www.nacweb.org/career-readiness-competencies)

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## What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.



<sup>13</sup><https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

# Bloom's Taxonomy Planning Guide

LOW LEVEL THINKING SKILLS			HIGH LEVEL THINKING SKILLS														
<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>												
<i>Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</i>	<i>To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.</i>	<i>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</i>	<i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</i>	<i>To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>	<i>To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</i>												
<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>												
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognise Record Relate Remember Repeat Reproduce Retell Select	Show Spell State Tell Trace What When Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express	Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe	Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate	Act Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Correlation Demonstrate Develop Dramatise	Employ Experiment with Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organise Perform Plan	Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth discussion Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Prioritize Question Rank Reason Relationships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Test for Theme Comparing	Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Design Develop Devise Discover Discuss Elaborate	Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate	Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Tabulate Test Theorise Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Criticise Debate Decide Deduct Defend Determine	Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why
<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>						
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Test Workbook Worksheet	Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	Constructing Designing Devising Inventing Making Planning Producing	Advertisement Film Media product New game Painting Plan Project Song Story	Attributing Checking Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey						
<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>						
Can you list three ...? Can you recall ...? Can you select ...? How did _____ happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did _____ happen? Where is . . . ? Which one ...? Who was ...? Who were the main . . . ? Why did ...?	Can you explain what is happening . . . what is meant . . . ? How would you classify the type of ...? How would you compare ...?contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use...? What examples can you find to ...? How would you solve _____ using what you have learned ...? How would you organise _____ to show ...? How would you show your understanding of ...? What approach would you use to...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve...? How would you improve ...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt _____ to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could _____ what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the ...?	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate ...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?												

## Assessment Committee Rubric for Evaluating Assessment Plans & Reports

Section	Item Score	2 Established	1 Developing	0 Undeveloped
<b>SBC Mission</b> [cover page]	A.	Relevant parts of college <b>mission</b> , or statement of purpose are referenced.	Parts of college mission, or statement of purpose are referenced, but do not appear relevant.	Relevant parts of college mission, or statement of purpose, are not referenced.
<b>Program Mission</b> [cover page]	B.	<b>Program mission</b> statement is provided and is aligned with college mission, or statement of purposes.	Program mission statement is provided but is not aligned with college mission, or statement of purpose.	Program mission statement is not provided.
<b>Program Goals</b> [column 1]	C.	<b>Program goals</b> indicate what the student will be able to know (cognitive), think (affective), or do (behavioral) as a result of the program/service.	Student learning outcomes are provided but do not indicate what the student will be able to know (cognitive), think (affective), or do (behavioral) as a result of the program/service.	Student learning outcomes are not provided.
<b>Student Learning Outcomes</b> [column 2]	D.	<b>Student learning outcomes</b> indicate what the student will be able to know (cognitive), think (affective), or do (behavioral) as a result of the program/service.	Student learning outcomes are provided but do not indicate what the student will be able to know (cognitive), think (affective), or do (behavioral) as a result of the program/service.	Student learning outcomes are not provided.
	E.	Student learning outcomes are <b>consistent</b> with the college <b>mission</b> , statement of purpose, and/or promises and the program or unit mission.	Student learning outcomes are consistent with the program or unit mission but not with the college mission, statement of purpose, and/or promises.	Student learning outcomes are not consistent with the college mission, statement of purpose, promises, or the program or unit mission.
	F.	Student learning outcomes for instructional programs <b>clearly address students in all parts of the program</b> (i.e. majors, non--majors, service courses).	Student learning outcomes for instructional programs pertain to students completing the program at all levels (freshmen to seniors, alumnae, employers).	Student learning outcomes for instructional programs are limited to students finishing or already completing the instructional program (seniors, alumnae, employers).
	G.	A <b>minimum of three</b> student learning outcomes are provided for each program goal and are clear (singular) and measurable.	Student learning outcomes are clear and measurable but there are less than three for each program goal.	Student learning outcomes are not clear or measurable.

## Assessment Committee Rubric for Evaluating Assessment Plans & Reports

Section	Item Score	2 Established	1 Developing	0 Undeveloped
<b>Assessment Measures and Criteria For Success</b> [column 3]	<b>H.</b>	Multiple <b>assessment methods</b> (when applicable) are used for each outcome and include direct and indirect measures.	Multiple assessment methods (when applicable) are used, but not for each outcome and/or do not include a mix of direct and indirect measures.	Multiple assessment methods (when applicable) are not used.
	<b>I.</b>	Assessment methods are <b>consistent with the outcomes and/or objectives</b> .	Some assessment methods are consistent with the outcomes and/or objectives.	Assessment methods are not consistent with the outcomes and objectives.
	<b>J.</b>	Descriptions of the assessment methods include <b>descriptions</b> of the type and/or name of the assessment measure, “to whom” and “when” the assessment is administered, and “by whom” and “ <b>based upon what</b> ” the results will be evaluated.	Descriptions of the assessment methods include descriptions of the type and/or name of the assessment measure, “to whom” and “when” the assessment is administered, or “by whom” and “based upon what” the results will be evaluated.	Descriptions of the assessment methods do not include descriptions of the type and/or name of the assessment measure, “to whom” and “when” the assessment is administered, or “by whom” and “based upon what” the results will be evaluated.
	<b>K.</b>	Criteria (quantitative or qualitative) are referenced that describe the <b>minimum performance standards</b> .	Only one of the two (criteria or minimum performance standards) are referenced.	Criteria (quantitative or qualitative) and minimum performance standards are not referenced.
	<b>L.</b>	Assessment methods for instructional programs include <b>measures that assess students in all parts of the program</b> (i.e. majors, non--majors, service courses).	Assessment methods for instructional programs assess students completing the program at all levels (freshmen to seniors, alumnae, employers).	Assessment methods for instructional programs are limited to students finishing or already completing the instructional program (seniors, alumnae, employers).
<b>Assessment Results</b> [column 4]	<b>M.</b>	Results <b>summarize the assessment data</b> collected from the actual implementation of the means described.	Results summarize assessment data but were not collected from the actual implementation of the means described.	Results do not summarize the assessment data collected from the actual implementation of the means described.
	<b>N.</b>	Results <b>highlight</b> the extent to which outcomes and objectives were <b>exceeded or accomplished</b> and/or <b>reveal the presence of shortcomings</b> .	Results do not reveal the degree to which outcomes and objectives were exceeded, accomplished and/or fell short.	Results do not highlight progress towards outcomes and objectives.
	<b>O.</b>	Results (when applicable) include a statement regarding the “ <b>n</b> ” or number of those assessed in the data set; and are presented in the same format as the criteria.	Some results, but not all that should, include a statement regarding the “ <b>n</b> ” or number of those assessed in the data set; and are presented in the same format as the criteria.	Results do not include a statement regarding the “ <b>n</b> ” (or number of those assessed in the data set) or are not presented in the same format as the criteria.

## Assessment Committee Rubric for Evaluating Assessment Plans & Reports

Section	Item Score	<b>2 Established</b>	<b>1 Developing</b>	<b>0 Undeveloped</b>
<b>Use of Results for Improvement</b> [column 5]	<b>P.</b>	Statements are <b>responsive</b> to the shortcomings revealed and indicate a thoughtful <b>contextual reflection</b> on the assessment data reported for the current year as well as <b>prior years</b> .	Statements are responsive to the shortcomings revealed in the assessment results reported but to do not indicate reflection on the assessment data reported for the prior years.	Statements are not provided in response to data presented.
	<b>Q.</b>	Responses describe <b>actions</b> designed to improve learning, programs, or services.	Responses describe actions, but not ones designed to improve learning, programs, or services.	Responses do not describe actions designed to improve learning, programs, or services.
	<b>R.</b>	Responses describe actions stated in the <b>past tense</b> .	Responses describe actions, but describe only those items to be considered or implemented in the future.	Responses do not describe actions.
	<b>S.</b>	Narrative describes ways in which the data has been shared, and that decisions about use of results have been made collectively and shared widely.	Narrative implies that data has been shared, but it's not clear how that was accomplished; and/or the decision--making process is not clearly described.	Narrative does not describe how data has been shared; and/or there is no information about how decisions were made collectively.