

1. Identify course competencies. Course competencies are measurable statements of the knowledge, skills, abilities, and attitudes students will have attained upon completion of a course.
  - a. The recommendation is to have between 3-7 competencies
  - b. Competencies should be identified for each course
  - c. Course competencies should be demonstrated to show that a student is competent and has integrated the knowledge, skills, abilities, and attitudes learned throughout the course.
  - d. Course competencies should be aligned with program and /or general education SLOs
2. All courses must be assessed by May 2012
  - a. If you cannot get all the courses assessed there should be a plan in place for assessment. The plan must include method of assessment and when it will be done.
3. Assessment of courses: The goal is to assess student learning and create cycles of improvement.
  - a. Indicate course assessment strategies: how will you assess the competency? Possible assessment tools include rubrics, tests, portfolios, culminating project, performance assessments, skills assessment, department testing, essays, speech or oral presentations or signature assignments.
4. Assessment and grades are different
  - a. Assessment – assess the students (aggregate) ability to meet each competency
    - i. Assessment is an ongoing process designed to monitor and improve student learning. Once faculty define what students should learn, assessment is completed to verify that the curriculum is designed to foster that learning, and use this data to improve the course (Allen, 2003, 2006)
  - b. Grades – assess or evaluate individual students
  - c. Faculty can use a grading tool like a rubric or test for assessment purposes. This is called embedded assessment. Embedded assessment is both effective and time efficient.
5. Collection of evidence or assessment is divided into two categories: Direct and Indirect.
  - a. Direct evidence is based on an analysis of student behaviors or products which demonstrate how well students have mastered the competency. Some examples of direct assessment include tests/questions, portfolios, performance evaluations, oral speech, debate, projects, and papers.
    - i. Direct assessment is preferred. Ask students to do the competency.
  - b. Indirect Assessment is based on an analysis of reported perceptions about student mastery of the competency. The perceptions are self reports by students. Some examples include surveys, reflective self assessment essays, interviews, and focus groups.

6. Describe the criteria and standards used to appraise student work.
  - a. How do you know if your students have met the selected competency at a proficient level? Are students learning what you want them to learn? Most disciplines have best practices or performance standards, based on peer review research or industry standards, to use as a guide. Reference these in your assessment report.
  - b. Process: set the performance standard for the desired student work. What are the qualities desired in student work to show that they have learned? Consider how you will collect the data to measure how the students are meeting the standards.
  - c. Performance Standard examples:
    - i. Many programs attach rubrics to show performance standards. Think in terms of three levels of performance: developing, competent, or exceeding competency.
    - ii. Consider how you will collect the data to measure how the students are meeting these standards?
  - d. Another approach is to describe how competencies and assessment relate to best practices or industry standards. What is working? Would you recommend changes? Many Health Science course competencies are aligned with the standards set by their professional accrediting agencies. Program Coordinators often times make changes to course curriculum based on these standards.
  - e. Some faculty are researching and implementing new pedagogies to increase student success and engagement in specific courses. Include this research in your course assessment reports.
  
7. Document assessment results and analyze student success in achieving the course competencies.
  - a. Course assessment reports should be completed each year and sent to department chairs and dean.
  - b. Assess the selected course competencies using data you have collected as evidence to determine how successful students have been meeting the course competencies. Collect your data, aggregate the results, and record the results on the reporting template. Analyze discrepancies between outcomes and performance levels.
  - c. Assessment is a collaborative activity conducted among members of a program/department/discipline. Assessment is the first step in the “closing the loop” process. This process includes assessment, determining impact, and using data for course improvement.
  - d. How do you know students have been successful in meeting the course competencies? Analyze discrepancies between competencies and performance levels. Look at trends over time. Are there any improvements you want to implement in the future?
    - i. Also consider these questions as part of assessment. Your assessment report can document the following:

1. Evaluate the relevance, appropriateness, and currency of the competencies being reviewed.
  2. Discuss how course competencies, assignments, and standards for sequenced courses relate to program student learning outcomes, program success, and general education outcomes (if applicable). Think about and refer to course program SLO alignment matrix. Make changes to courses accordingly.
  3. Assess previous changes made in teaching/learning methodologies and class assessment techniques. What worked? Any revisions needed?
  4. Assess the need for curricular revisions and discuss revisions that were made earlier based on new competencies.
  5. Indicate revisions made based on the review of best practices or performance standards in a discipline area. Have the revisions been successful?
  6. Indicate changes faculty have implemented to promote student success.
8. Next Steps: Use data to make changes to course. Assessment reports should be used to justify changes or no changes.
- a. Current level of student learning is proficient and should be maintained in the next cycle
    - i. Current competencies and assessment tools are effective as validated through assessment.
  - b. Strategies to promote improved learning. Describe the improvements planned.
    - i. Changes may be curricular, pedagogy, student support, faculty support
    - ii. Things to think about:
      1. Are there any improvements you want to implement in the future? These are learning opportunities.
      2. Evaluate the current curriculum. Does it offer sufficient breadth and depth of learning?
      3. Does the curriculum content align with the program and/or general education SLOs?
      4. How does your course compare to similar courses at other colleges?
      5. Do you want to redesign a learning experience, if yes, how might you do that?
      6. Would you like to try a new teaching methodology?
      7. Should the number of students allowed in a course section be reviewed?