

ASSESSMENT/INQUIRY PROCESS

Take Stock

STEP ONE:

Which course/program do we wish to focus our assessment on?

Why? (Potential reasons could include: student success rates, student retention rates, alignment of the course/program SLO to general education outcomes, various other reasons)

What specific student learning outcome do we want to assess?

Why? (Potential reasons could be that this SLO is vital to student success after course/program completion; does it affect student transfer? is it linked to a specific certificate? does it serve a specific competency (GenEd or occupational); does it serve a specific group of students?)

STEP TWO:

METHODS/TIME OF ASSESSMENT

How will the learning outcomes be assessed—?

- **indirectly** (student questionnaires, scaled surveys of opinions)

- **directly** (uses criteria that measures student learning directly)?

What type of assessment tool will you use? (survey, discipline created rubric or test, portfolio, capstone course, performance-based measures, other)—Provide complete, rich description of steps leading to the creation of the assessment tool.

When in the year do you plan to assess? (semesterly, throughout year, end of year, pre and post assessment, other)

semesterly throughout year end of year pre/post test other (please describe)

Who will participate in the assessment? (Actual numbers may be calculated upon completion of the assessment.)

of staff: _____ # of students: _____ # of faculty(FT): _____ PT: _____

What about your data? Describe your data by answering these questions: Is it valid? Does it indicate a trend? (This is very important, especially if SLO has been assessed more than one time.) How does it compare to previous data (if available)? Did you reach your target? Why? Why not?

Provide a statement of your next steps, including any modifications deemed necessary (see step 5). What are you planning to do with the results?

STEP FIVE

USE OF RESULTS & MODIFICATIONS

As a result of the inquiry/assessment, what has the unit changed, modified, revised, eliminated, added, etc., to improve student learning and/or support?

Don't forget to include this information in your program review documents (annual and comprehensive) as assessment should be ongoing and systematic to be effective.