|  |  |  |  |
| --- | --- | --- | --- |
| Establish clear, measurable learning goals and objectives. | x |  |  |
| Align course, program and institutional learning goals and objectives | x |  |  |
| Ensure that students have multiple opportunities to meet the learning objectives. | x |  |  |
| Ensure that learning objectives are mapped to courses for different levels of expertise. | x |  |  |
| Systematically collect evidence that students are meeting course learning objectives | x |  |  |
| Analyze collected evidence to understand how well students are meeting learning objectives | x |  |  |
| Use analysis of evidence to redesign learning activities to increase the likelihood that students will meet learning objectives | x |  |  |
| Require assessment in program review | x |  |  |
| Embed assessment of learning in institutional initiatives (retention, technology, online learning, learning communities) | x |  |  |
| Review course goals and objectives to meet professional standards | x |  |  |

**Survey** of student engagement – C/P/I

Final exams – C/P

Student presentations – C/P

Internship – C/P

Service-learning activity – P/I

Portfolios – C/P

Poster presentation

Multiple choice tests – C/P

Student surveys – C/P/I

Reflective writing – C/P

Class discussions – C/P

Admissions rates to graduate school – N/A

Holistically scored writing sample – C/P

Focus Groups – N/A

Reflection

1. Grade should always reflect if students met the objectives but not always the case. Was involved in a recent course as a student where the grading was arbitrary with no specific outcomes or rubric provided.

2. Information may be collected through a number of different means. In the specific case I’m thinking of, assessment would have been better achieved through simply by providing assessment criteria. In an online class, a small quiz would have been helpful to determine if the objectives were met.

What basic assessment terminology do I need to know?

~~Assessment~~

~~Evidence~~

~~Rubric~~

~~Standards~~

~~Surveys~~

~~Quizzes~~

~~Outcomes~~

~~Measure~~

~~Reliability~~

~~Validity~~

~~Data~~

Reflection:

-No additional words as junior faculty

-Yes

-Yes

-Yes

-New faculty should work with mentor or take intro to teaching course to become familiar with these commonly used terms.

Framework:

Tests & Quizzes C/P

Focus Group n/a  
NCLEX or other licensure exam – P

Senior Capstone P

Portfolio – N/a

Offer of Employment – N/A

Oral Presentation – C/P

Polling – N/A

**Assessment ActivityFormative/Summative  
Purpose**Clicker (student response systems)FormativeTo give immediate feedback

Quizzes – Formative/Summative, Feedback

Presentations – Formative, Education

Concept Maps – Formative, Education

Practice Problems – Formative, practice

Exams – Formative/Summative, assessment

Discussions – Formative, education/learning/group think

Self-assessments – Formative, self reflection

|  |  |  |
| --- | --- | --- |
| Results of a practice CPA exam. | x |  |
| Offer of employment to a graduate of your program. |  | x |
| Holistically scored writing sample using a rubric |  | x |
| Admission rates of graduates to graduate school | x |  |
| Community College Survey of Student Engagement (CCSSE) |  | x |
| Results of NCLEX Examination | x |  |
| Final Art Portfolio for Senior Capstone | x |  |

Quantitative/Qualititave

Quiz – Formative/Sumative/Direct/Quant

Self assessment – Formative/Quant/Qual/indirect

Practical Exam – Formative/Summative/Quan/Qual/Direct

Objective and structure:

Evaluation student interviewing a patient – Yes/No checkboxes but also evaluation into affective outcomes.

Reflection:

OSCE - Formative/Summative/Objective/Subjective/Qual/Quant

RAP – Summative/Objective/Quant

CAT – Formative/Summative/Objective/Quant