Dual Credit Annual course Assessment

Assessed Academic Year: [Enter Year]



*[You can add an optional comment or delete here.]*

Course: Click here to enter text.

Contact: Click here to enter text.

Report Date: Click here to enter text.

Contents

[Tips and Hints 1](#_Toc529543902)

[Section 1: Instructions and Example 2](#_Toc529543903)

[Section 2: Assessment Planning 7](#_Toc529543904)

[Section 3: Assessment Report 8](#_Toc529543905)

[Section 4: Assessment Report Focused Reflection (Assessment Findings) 9](#_Toc529543906)

[Appendices 10](#_Toc529543907)

# Tips and Hints

When you click on tip text, the whole tip is selected so that you can revise the placeholder instructional text. Edit the placeholder text and format it any way you want or cut and paste into the form field. The table of contents updates automatically as you add pages to each section in your document. To see the updates, right-click anywhere in the table of contents and select *Update field*.

**Report Expectations:**

The finished report should be about 4 -5 pages in length.

1. Attach rubrics and other tools used to guide the evaluation of student products.
2. These reports will be uploaded to the appropriate course folder in the General Education SharePoint site for you.

**Assistance:**

If at any point you have questions about completing or submitting this report, please contact the [Office of Assessment and Program Review.](mailto:assessment@pfw.edu)

# Section 1: Instructions and Example

Section 1 provides worksheets to describe your assessment plan for the course. Because each general education course is responsible to help students achieve multiple outcomes, we recommend that you report on the assessment of no more than three general education student learning outcomes per year. However, we also want to ensure that all GE SLOs are assessed at least every three years.

The worksheets in Section 1 are designed to help you organize assessment for a course over that period. The year column of the Assessment Cycle Worksheet represents the year in which you plan to assess specific outcomes for your course. For example if you were assessing the “Social and Behavioral Ways of Knowing” Category, you might plan an assessment cycle as illustrated below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Course** | **Section** | **Outcomes Assessed** |
| 1 | OLS 25200 | 01 | 5.1,5.2 |
| 2 | OLS 25200 | 01 | 5.3,5.4 |
| 3 | OLS 25200 | 01 | 5.5,5.6 |

The Assessment Plan Worksheet describes how you will assess each student learning outcome. Based on the OLS 252 Assessment Cycle example, this might look like the table illustrated below:

| **Year** | **Outcome** | **Teaching/Learning/Assessment Activities** | **Measure** |
| --- | --- | --- | --- |
| 1 | 5.1 | Lecture, Homework Assignments | Compare/Contrast Analyze essay question on final exam |
| 1 | 5.2 | Homework 1 – Case Study 1 and Group Discussion of Case | Individual Case Study Report based on reading and group activity |
| 2 | 5.3 | Semester Project | End of course group paper providing analysis of a journal article |
| 2 | 5.4 | Semester Project | End of course group paper Conclusions Section |
| 3 | 5.5 | Readings, lecture and group work on Hofstede’s Cultural Dimensions | Group project comparing two countries across the cultural dimensions |
| 3 | 5.6 | Readings, lecture and group work on Hofstede’s Cultural Dimensions | Individual paper based on comparison of two countries providing examples of how cultural dimensions affect organizational behavior and organizational leadership. |

The Assessment Report builds on the Assessment Plan and provides a template for Annual Reporting based on the Assessment Cycle as illustrated by the following example:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GE Outcome Assessed in Current Year** | | **Teaching/Learning Activity** | | **Student Product or Performance from TL Activity** | | **Measure**  **(e.g. Rubric)** | | **Target for Overall Course Performance** |
|  |
| 5.1[[1]](#footnote-1) | | Lecture, Homework 1, Homework 2, Readings | | Compare Contrast Essay Question on Final | | 5.1/5.2 Rubric (Attached) | | 75% of students achieve at the Milestone 2 or Capstone Level |
| 5.2[[2]](#footnote-2) | | Homework 1 – Case Study 1 and Group Discussion of Case | | Individual Case Study Report based on reading and group activity | | 5.1/5.2 Rubric (Attached) | | 75% of students achieve at the Milestone 2 or Capstone Level |
|  | |  | |  | |  | |  |
| **Outcome** | **Number of Students Achieving Level of Learning Relative to Performance Level** | | | | | | | |
| **Capstone (4)** | | **Milestone 2 (3)** | | **Milestone 1 (2)** | | **Benchmark (1)** | |
| 5.1 | 3 (10.3%) | | 15 (51.7%) | | 8 (27.6%) | | 3 (10.3%) | |
| 5.2 | 3 | | 20 | | 5 | | 1 | |
|  |  | |  | |  | |  | |

Describe your assessment findings for the course. (How and/or to what extent did students achieve the expected learning outcome?)

On 5.1, my achievement goal of 75% of students meeting either Milestone 2 or Capstone was not met. In looking at the instructional plan, the group homework project did not provide the evidence of progress for all students in the class needed to ensure they were on track. I am redesigning the homework assignments as individual assignments and adding a group component in which students bring their graded individual work and compare my comments on the individual projects across the group. They will use the individual papers, my comments, and their discussion to produce a group project. This will allow me to see individual progression toward the outcome and make sure all students are on track to achieve at the level I desire.

On 5.2, the assessment was an assessment of an assignment redesign. The individual paper was used as the primary assessment. Based on that evaluation, we reached 79% at the Capstone to Milestone 2 Level which exceeded goal.

Rubric for 5.1 and 5.2

|  |  |  |  |
| --- | --- | --- | --- |
| Capstone 4 | Milestones  3 2 | | Benchmark 1 |
| Issue or problem to be considered is clearly identified and carefully defined. | Issue or problem is clearly identified and partially defined. | Issue or problem is partially identified and an attempt to define the problem is evident. | Issue or problem is not clearly identified, resulting in the absence of a definition. |
|
|
|
|
| Relevant evidence and perspectives have been comprehensively considered for full understanding. | Relevant evidence and perspectives have been considered for understanding | Evidence and perspectives have been considered, but only partially. | Evidence and/or perspectives have been minimally considered, resulting in little to no understanding. |
|
|
|
|
|
| Arguments/conclusions are completely supported by appropriate evidence/data. | Arguments/conclusions are mostly supported by appropriate evidence/data. | Arguments/conclusions are somewhat supported by appropriate evidence/data. | Arguments/conclusions are minimally supported by appropriate evidence/data. |
| Evidence/Experience is thoughtfully applied to provide a comprehensive analysis of implications and to generate ideas/questions for further inquiry about the problem as stated. | Evidence is applied to provide an analysis or synthesis of the implications and to generate ideas/questions for further inquiry about problem or issue. | Some evidence is offered to analyze the implications and to generate ideas/questions for further inquiry about problem or issue, but it is done adequately. | Little evidence is applied; analysis or synthesis is absent, partial, or unconvincing, and does not address implications or generate ideas/questions. |
|
|
|
|
|

# Section 2: Assessment Planning

**Assessment Cycle Worksheet** (We recommend that you report on the assessment of no more than three general education student learning outcomes per year. However, we also want to ensure that all GE SLOs are assessed at least every three years\_.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Course** | **Section** | **Outcomes Assessed** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Assessment Plan Worksheet**: Describe how you will assess each student learning outcome.

| **Year** | **Outcome** | **Teaching/Learning/Assessment Activities** | **Measure** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Section 3: Assessment Report

Report: Please report this academic year’s assessment activities.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GE Outcome Assessed in Current Year** | | **Teaching/Learning Activity** | | **Student Product or Performance from TL Activity** | | **Measure**  **(e.g. Rubric)** | | **Target for Overall Course Performance** |
|  |
|  | |  | |  | |  | |  |
|  | |  | |  | |  | |  |
|  | |  | |  | |  | |  |
| **Outcome** | **Number of Students Achieving Level of Learning Relative to Performance Level** | | | | | | | |
| **Capstone (4)** | | **Milestone 2 (3)** | | **Milestone 1 (2)** | | **Benchmark (1)** | |
|  |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
|  |  | |  | |  | |  | |

# Section 4: Assessment Report Focused Reflection (Assessment Findings)

Describe your assessment findings for the course. (How and/or to what extent did students achieve the expected learning outcome?)

What changes in instructional strategy or curriculum are planned to improve student learning.

# Appendices

1. Attach Rubrics or other tools used to guide the evaluation of student products here

1. 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain. [↑](#footnote-ref-1)
2. 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena. [↑](#footnote-ref-2)