ASSESSMENT IN
5 EASY STEPS

Spring 2020 Assessment Workshops
January 31, 2020
Outline

- Workshop Goals!
- Assessment is more than accreditation
- The Assessment Cycle & Vocabulary
- Assessment in 5 Steps
- The 5-year assessment plan
- Information and Data Gathering
- Next Steps
Workshop Goals

As a result of this workshop, you will be able to:

◦ Describe the stages of the assessment cycle.
◦ Review ILOs and the 5 Core Competencies by WASC
◦ Differentiate between indirect and direct assessment measures and learn other assessment vocabulary
◦ Discuss the use of rubrics
◦ Locate existing sources of data to inform program improvement.
◦ Formulate a program/course assessment plan.
ALL instructors do some form of assessment!

What is needed is “meaningful assessment” (intentional & purposive)

May be achieved via support from peers, department, college and University—*Culture of Assessment*
Assessment is more than Accreditation

“Without data, you are just another person with an opinion”
- W. Edwards Deming

- To confirm, diagnose, and IMPROVE
- To inform decision-making
- To demonstrate effectiveness
- To support accountability/compliance requirements
Assessment is more than Accreditation

- Improve student learning and success
  - Data-driven *culture of evidence* instead of anecdotes and opinions
- Inform curriculum revision
- Communicate the value of our program to our students and the public
- Program review and WASC Accreditation
What do we want our students to learn and/or our units to accomplish?

How are we doing?
How do we know?
What evidence do we need to know to determine whether we are successful?
What changes are we making?
Are the changes working?
**How are we documenting the assessment AND improvement activities/results?**

**How do we use data to confirm/improve our practices?**
Assessment Vocabulary

- Assessment (of student learning)
- Evaluation
- Learning outcome
- Evidence (Direct and Indirect)
- Authentic Assessment
- Triangulation
- Criteria
- Standards
- Rubric
- Alignment
- Benchmark
- “Closing the loop”

Please refer to handout 1
Methods of Assessment

- **Indirect** assessment measures of student learning
  - Student opinion or alumni surveys
- **Direct** assessment of student learning
  - Classroom-based assessments and assignments
  - Rubrics

Student demonstrates their learning

Student describes their learning
More Vocabulary: Some Assessment Choices

Value-added vs. Absolute Learning Outcomes

- Value-added outcomes propose to measure growth in student learning
  - *E.g.* Student composition skills will improve as a result of Writing 1.
- Absolute learning outcomes establish an expectation for student performance at the completion of a course or degree program
  - *E.g.* Students will use composition skills to communicate with varied audiences

Please refer to handout 1
Diagnostic Assessment

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.
Summative vs. Formative Assessment

- **Formative assessment** occurs *during* the learning experience, providing feedback to students and the teacher about student learning progress in relation to intended learning. It contributes to the “formation” of student learning along a learning path.

- **Summative assessment** occurs *at the conclusion* of the learning experience (e.g. course/program), summarizing student knowledge and abilities to that point. It provides information to affirm student achievement and/or to inform subsequent offerings of that course/program.

*Please refer to handout 1*
More Vocabulary: Some Assessment Choices

Where do students start?  
What was their education like?  
Where do students end up?

Formative Assessment

Diagnostic Assessment  
Strategies That Students are Employing Outside of Class  
Summative Assessment
Activity 1: Practice Questions
(Refer Handout 1)

A faculty member includes the following description in her syllabus: *At the conclusion of this semester, students will be able to use core principles in marketing and advertising to develop realistic marketing plans for new products.*

**What is this statement called?**

A faculty member reviews draft marking plans, provides feedback on the work, and reviews with the class the marketing principles that a number of groups misapplied.

**What is this faculty member doing?**

A faculty member asks students to describe their contributions to the development of the marketing plan in relation to the teamwork learning outcome. **What kind of evidence is this?**

*Source: WASC Educational Programs; Assessment Cycle & Vocabulary by Laura Martin and Sharlene Sayegh*
Assessment in 5 Easy Steps

1. Pick a PLO (Program Learning Outcome) that is a priority.
2. Examine existing data.
   ◦ Data from Institutional Research
   ◦ University assessment results (info literacy, oral communication…)
3. Formulate a plan to collect more useful data.
   • Capitalize on assessments faculty already use
4. Collect and analyze data.
5. Discuss and close the loop.
Step 1: Choosing a Priority Learning Outcome
What is meaningful assessment?

- Should be **intentional** and **purposive**

- **Backward design** means beginning with the end in mind, anticipating the use of evidence

- Articulate **questions** important for the program:
  - Are there *disparities in academic performance* among various ethnicities in our program?
  - Are students able to *transfer knowledge between* our courses?
  - Do students improve their *cultural competence* skills as a result of our program?
Consider strategic planning priorities

Collect data to address salient issues faculty have observed

To following best practices- **assess each PLO on a 5-year cycle**
Three Aspects of Effective Assessment

Useful
- Assessment that is well done is useful. It should energize the instructor's work by providing information the instructor can use to improve efforts to help students. It is an intellectually engaging and challenging inquiry into how students learn in real world situations.

Targeted
- Assessment that is well done should also be targeted. Assess only one or two learning outcomes at a time. Identify a small number of learning outcomes that are the most important outcomes for your program or ensemble.

Sustainable
- Assessment should be sustainable. It should become part of your normal routine and not be an add-on, so work on something important. Assessment should occur regularly as part of the ongoing activities of your classes.
Institutional Learning Outcomes at Cal State LA

- **Knowledge: Mastery of content and processes of inquiry**
  - CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

- **Proficiency: Intellectual skills**
  - CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

- **Place and Community: Urban and global mission**
  - CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

- **Transformation: Integrative learning**
  - CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.
The Big Five Core Competencies as Defined by WASC

- **Critical thinking**
  - the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth.

- **Quantitative Reasoning**
  - the ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods.
The Big Five Core Competencies as Defined by WASC

- **Oral Communication**
  - Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically.

- **Written Communication**
  - Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms or genres. Successful written communication depends on mastery of conventions, faculty with culturally accepted structures for presentation and argument, awareness of audience and other situation-specific factors.
Information Literacy

- according the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.
Activity #2: Pick a Priority

http://www.calstatela.edu/apra/learning-outcomes

- Which PLOs are your department’s strengths?

- Which are your weaknesses?

- What is one question you would most like to answer with regard to your PLOs?
Step 2:
Examine Existing Data Sources
Indirect Methods of Assessment

- Graduation or Completion Rates
- Placement Rates
- Student Survey
- Student Interviews or Focus Groups
- Alumni Survey
- Employer Survey
- Faculty Survey
- Exit (end of program) Survey or Interviews
- Reflection Essays
- Diaries or Journals
- Data from Institutional Surveys (NSSE)
- Curriculum/Syllabus Analysis
- Checklists
Interactive reports of enrollment trends and graduation rates by gender and ethnicity
Admission and course data, including bottleneck course analysis
And a lot more…
Surveys Regularly Administered by IE

- **Entering Freshman and Entering Transfer Survey**
  - Collected every year on admissions process, high school experiences, view of self, finances, expectations of time at Cal State LA, degree attainment goals

- **Senior Survey**
  - Collected in 2013 and 2015 on time-to-degree, perceptions of faculty, campus community, skill development, time allocation, plans after graduation, different areas of satisfaction

- **Baccalaureate Alumni Survey**
  - Conducted since 2015 targeting recent graduates, early career, and mid-career, regarding undergraduate education experience, current activity/employment, career, pursuit of additional education, education-related debt

- **National Survey of Student Engagement (NSSE)**
  - Administered in 2014, 2017… with freshmen and graduating seniors focused on student engagement (academic challenge, learning with peers, experiences with faculty, campus environment) and advisement
IE Website

http://www.calstatela.edu/InstitutionalEffectiveness

Institutional Effectiveness

The Office of Institutional Effectiveness (IE) provides high-quality data, analytical tools, strategic analysis, and partnership-based education and collaboration to foster a University culture of data-informed decision making.

IE DASHBOARDS

<table>
<thead>
<tr>
<th>Admission</th>
<th>Retention &amp; Graduation Initiative 2025</th>
<th>Course Enrollment Comparison</th>
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<tbody>
<tr>
<td>Student Enrollment</td>
<td>Degrees Awarded</td>
<td>Daily Enrollment</td>
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<tr>
<td>Average Unit Load</td>
<td>Dashboards with ID Login</td>
<td>Alumni Outcomes</td>
</tr>
</tbody>
</table>
IE Dashboard

http://www.calstatela.edu/InstitutionalEffectiveness

... and other data; you can also email them for additional information.
If you are going through Program Review, they have created a customized webpage!
Activity: Existing Data

- What data source(s) could inform your program?

- What question(s) could these sources help answer?
Step 3: Formulate a Plan to Collect More Useful Data
Capitalize on Existing Assessments Used within the Program

- Re-examine assessments used in the past.
- Find out what course-based assessments are used by faculty.
- Are any faculty willing to share results from their course-based assessments?
  - Faculty who have participated in CETL course redesigns have results assessing the effectiveness of their practices.
- Brainstorm how these can be expanded to inform about the effectiveness of the program as a whole.
Direct Methods of Assessment

- Capstone Products, Theses, Dissertations
- Comprehensive Exams
- Pass Rates on Certification or Licensure Exams
- Published (Standardized) test (e.g., Major Field Test)
- Term Papers or Projects
- Class Oral or Poster Presentations
- Off-campus Presentations (for clients, agencies, etc.)
- Case Studies
- Portfolios
- Artistic Performances, Recitals, & Products
- Oral Exams or Competency Interviews
- Simulations
- Embedded Questions in Course Exams
Indirect Methods of Assessment

- Graduation or Completion Rates
- Placement Rates
- Student Survey
- Student Interviews or Focus Groups
- Alumni Survey
- Employer Survey
- Faculty Survey
- Exit (end of program) Survey or Interviews
- Reflection Essays
- Diaries or Journals
- Data from Institutional Surveys (NSSE)
- Curriculum/Syllabus Analysis
Administering standardized tests to a sample of students
Embedding a set of items measuring the PLO into final exams of several class sections
Collecting products (such as papers, posters, etc.) from several classes and scoring them with a common rubric
Creating a common assignment for a set of classes and collecting the scores (graded with a common rubric) from instructors
Asking students to self-reflect on their achievement of the learning outcome
Conducting focus groups with students
Why rubrics?

- Chance for faculty to **explicitly articulate and specify criteria** for evaluating student learning

- Student work can be scored to **examine** for which skills are they meeting **expectations** and which need **improvement**
# Creating a Rubric

<table>
<thead>
<tr>
<th>Scale</th>
<th>1 - Does not meet expectations</th>
<th>2 - Meets expectations</th>
<th>3 - Exceeds expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen effectively</td>
<td>What does this look like?</td>
<td>What does this look like?</td>
<td>What does this look like?</td>
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<tr>
<td>Write in a professional manner</td>
<td>What does this look like?</td>
<td>What does this look like?</td>
<td>What does this look like?</td>
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<tr>
<td>Speak clearly and concisely</td>
<td>What does this look like?</td>
<td>What does this look like?</td>
<td>What does this look like?</td>
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<td>Total:</td>
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**Dimensions**

- Listen effectively
- Write in a professional manner
- Speak clearly and concisely

**Descriptions**
Fac/Ops Reservations Office: SELO II Intellectual & Practical Skills - Collaborative Work

<table>
<thead>
<tr>
<th>Subject</th>
<th>Evaluator Name:</th>
<th>1 - Beginner</th>
<th>2 - Developing</th>
<th>3 - Accomplished</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Interacting with Colleagues</td>
<td></td>
<td>• Alienates colleagues and co-workers or does not interact with others.</td>
<td>• Acknowledges colleagues and co-workers.</td>
<td>• Is friendly to colleagues and co-workers and encourages and/or motivates others.</td>
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<tr>
<td>Listening to Others</td>
<td></td>
<td>• Listens to colleagues inattentively or does not show signs of active listening.</td>
<td>• Listens attentively to colleagues.</td>
<td>• Listens attentively to colleagues, and takes initiative to provide input and/or recommendations.</td>
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<tr>
<td>Respect for Difference</td>
<td></td>
<td>• Shows lack of respect for those whose perspectives or backgrounds may be different from their own.</td>
<td>• Occasionally shows lack of respect, but corrects behavior after reminders of how to show respect for those whose perspectives or backgrounds may be different from their own.</td>
<td>• Always displays respect for those whose perspectives or backgrounds may be different from their own in all aspects of their work and encourages others to do the same.</td>
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<tr>
<td>Adapting to Change</td>
<td></td>
<td>• Has difficulty with unexpected situations and change, expresses a negative reaction or high anxiety.</td>
<td>• Responds to unexpected situations and change expressing some anxiety.</td>
<td>• Adjusts quickly in difficult and unexpected situation.</td>
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<td></td>
<td>Exceeds Competency  (3 points)</td>
<td>Meets Competency (2 points)</td>
<td>Does Not Meet Competency (1 pt.)</td>
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<td><strong>Content</strong></td>
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<tr>
<td>Introduction</td>
<td>Concisely described</td>
<td>Information is relevant but may be too wordy</td>
<td>Information is confusing or not clearly related to hypotheses</td>
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<td></td>
<td>background information is logically related to hypotheses</td>
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<tr>
<td>Method and Results</td>
<td>Easy to understand</td>
<td>Describes method and results, but clarity could be improved</td>
<td>Difficult to understand methods and/or results</td>
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<tr>
<td></td>
<td>method and results</td>
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<tr>
<td>Discussion</td>
<td>Connects findings to other research, thoughtful description of implications or future research</td>
<td>Describes conclusions and future research, but may not connect to other research</td>
<td>Description of conclusions is confusing and implications are unclear</td>
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<td><strong>Style and Format</strong></td>
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<td>APA Format</td>
<td>An occasional error, but demonstrates knowledge of rules</td>
<td>Minor errors in format, but cites appropriately</td>
<td>Major errors and/or missing citations</td>
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<tr>
<td>Citations</td>
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<tr>
<td>Syntax and Use of Language</td>
<td>An occasional error</td>
<td>Some errors (can be repeated) but not distracting</td>
<td>Errors make it difficult to understand</td>
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<tr>
<td>Style</td>
<td>Visually engaging, professional, neat, and organized</td>
<td>Info. is organized, but may be visually boring or crowded with too small font</td>
<td>Components are difficult to follow or hard to read, may look messy</td>
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**Total Scores**

15-18 Exceeds Competency
12-14 Meets Competency
8-11 Approaching Competency
3-7 Does Not Meet
Assessment Resources

Association of American Colleges and Universities (AAC&U) VALUE rubrics

- **Intellectual and Practical Skills, including**
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving

- **Personal and Social Responsibility, including**
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning
ABOUT US

NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT (NILOA)
Established in 2008, the National Institute for Learning Outcomes Assessment (NILOA) assists institutions and others in discovering and adopting promising practices in the assessment of college student learning outcomes. NILOA’s primary objective is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders.

INSTITUTE FOR EVIDENCE-BASED CHANGE (IEBC)
The nonprofit Institute for Evidence-Based Change (IEBC) is focused on improving educational practice by helping education stakeholders use data and information to make informed decisions and increase student success. IEBC’s commitment to evidence-based change reflects its extensive and successful experience with a collaborative, action research-based model that links data across educational segments. For a list of the Tuning Advisory Board members, please click here.

LUMINA FOUNDATION
Lumina Foundation is the nation’s largest private foundation focused solely on increasing Americans’ success in higher education. Lumina Foundation strives to help people achieve their potential by expanding access to and success in education beyond high school and is committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025.
Activity #3: Assessment Plan
Check Handout 2

• **Pick 1 PLO and brainstorm a plan:**
  • What assignment or activity will you use?
  • How will you score student achievement?
  • What classes would you target for sampling and when?
  • Which faculty will be responsible for coordinating data collection? Data analysis?
  • How will you analyze the results? Will you disaggregate results in some way?
  • How will results be shared, discussed, and used to make changes?
  • When will the PLO be assessed again?
Step 4: Collecting and Analyze Data
# Dos and Don’ts of Data Collection and Analysis

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
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<tbody>
<tr>
<td>▶ Form a <strong>department assessment committee</strong> charged with regularly collecting and disseminating data</td>
<td>▶ Ask for help at the <strong>last minute</strong></td>
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<td>▶ Ask for <strong>faculty volunteers</strong></td>
<td>▶ <strong>Pressure faculty</strong> to comply with assessment activities</td>
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<td>▶ Give faculty <strong>early notice</strong> regarding assessment plans</td>
<td>▶ Use assessment results <strong>to call attention to individual faculty</strong> or students</td>
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<td>▶ <strong>Disaggregate results</strong> across time, populations, and outcomes</td>
<td>▶ Use assessment results <strong>to judge or punish faculty</strong></td>
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<td>▶ Protect the <strong>confidentiality and anonymity of students and faculty</strong> by examining results at the group level</td>
<td>▶ Expect <strong>perfection</strong></td>
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<tr>
<td>▶ Use results to inform <strong>changes</strong></td>
<td>▶ Collect more data than you can use</td>
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</table>
Step 5: Discuss Results and Close the Loop
Present results at department meetings or retreats to stimulating faculty discussion on student learning and pedagogy

You might also:

- Present results to student groups or within key classes to engage students in their own learning
- Report results on the website to demonstrate student achievement or raise awareness of learning goals
- Seek input from alumni or employers to improve practices
Using Results to Create A Culture of Evidence

- Use results:
  - To examine **skill development** across the curriculum
  - To examine curriculum content coverage and areas for **program modification**
  - To improve instruction and introduce **new pedagogies**
    - Contact CETL for resources and support
  - To improve and refine your assessment process/methods
  - To create an **ongoing assessment plan to ensure sustainability!!**
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<td><strong>PLO1</strong></td>
<td><strong>Action plan</strong></td>
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<td><strong>PLO2</strong></td>
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<td><strong>Action plan</strong></td>
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<td><strong>PLO3</strong></td>
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<td><strong>Action plan</strong></td>
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<td><strong>PLO4</strong></td>
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<td><strong>Action plan</strong></td>
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<td><strong>PLO5</strong></td>
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<td><strong>Action plan</strong></td>
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## Comprehensive 5-Year Assessment Plan

<table>
<thead>
<tr>
<th>ILO</th>
<th>PLO</th>
<th>SLO</th>
<th>Course where each SLO is assessed</th>
<th>Assessment activity/assignment used to measure each SLO</th>
<th>Assessment tool used to measure outcome success</th>
<th>Assessment schedule – how often SLOs will be assessed</th>
<th>How data/findings will be quantitatively or qualitatively reported</th>
<th>Designated personnel to collect, analyze, and interpret student learning outcome data</th>
<th>Program data/findings dissemination schedule</th>
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<tbody>
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<td></td>
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<td>Specify the embedded assignment such as oral pres., written exam, essay, etc.</td>
<td>Collect for each class &amp; analyze every other year, etc.</td>
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Next Steps

- What have you learned today that you want to share with others in your department?

- Write down 1-3 you can do **this semester** to keep your assessment momentum going?
Questions?
Thank You!