

Course Embedded Assessment Process

- Specify educational objectives/intended outcomes.
- Identify related courses.
- Select assessment measures and techniques.
- Assign techniques to courses and embed measures.
- Specify assessment criteria.
- Evaluate student performance on exams/projects for course grades.
- Evaluate student performance on course embedded measures to assess program effectiveness.

Course Embedded Assessment Measures/Techniques (Samples)

- Measure: Questions Embedded in Exams
Technique: Evaluation of Common Exam Questions Across Sections of a Course
- Measure: Essay, Research Paper, Case Study Report, Oral Presentation, etc.
Technique: Use of Rubrics, Checklists, Rating Scales, etc., to Evaluate Student Performance in Applicable Knowledge/Skills Areas

Advantages of Course Embedded Assessment

- Relationship to Educational Objectives/Intended Outcomes
- Usefulness of Scores or Responses
- Flexibility in Assessment Design and Administration
- Cost of Instrumentation, Analysis and Reporting
- Faculty/Staff Ownership
- Timeliness of Feedback
- Convenience to Assessment Participants

Program Assessment Plan Development

- Specify the educational objective/intended outcome.
- Identify related course(s).
- Describe assessment measure(s) and technique(s).
- Establish assessment criteria.

Program Assessment Plan Sample #1

Intended Outcome

Students completing freshman level history coursework will demonstrate an understanding of basic historical concepts.

Related Course(s)

HIST 201

Assessment Measure(s) and Technique(s)

HIST students will complete a final examination in which questions related to their understanding of basic historical concepts have been embedded. Members of the program assessment committee will evaluate students' answers to the embedded questions.

Assessment Criteria

At least 70% of students completing the final examination will respond correctly to 80% or more of embedded questions.

Program Assessment Plan Sample #2

Intended Outcome

Students completing freshman level art coursework will increase their awareness and perception of the visual arts.

Related Course(s)

ART 109

Assessment Measure(s) and Technique(s)

Students will complete midterm and final examinations in which questions related to their awareness and perception of the visual arts have been embedded. Members of the program assessment committee will evaluate students' answers to the embedded questions.

Assessment Criteria

The percentage of embedded questions answered correctly from midterm to final examination will increase from less than 40% to more than 80% for at least three-fourths of students taking both examinations.

Program Assessment Plan Sample #3

Intended Outcome

Students taking freshman level English coursework will demonstrate expertise in simple research techniques.

Related Course(s)

ENGL 102

Assessment Measure(s) and Technique(s)

As a course requirement, ENGL 102 students will complete a research project. At least two faculty members will evaluate randomly selected projects using a checklist for determining the appropriate use of simple research techniques.

Assessment Criteria

Evaluators will cite appropriate use of simple research techniques in over 75% of selected student projects.

Program Assessment Plan Sample #4

Intended Outcome

Undergraduate English students will demonstrate competency in written communication skills.

Related Course(s)

ENGL 350 and 351

Assessment Measure(s) and Technique(s)

As a course requirement, ENGL 350 and 351 students will complete a formal research paper. At least two faculty members will evaluate the papers using an assessment rubric developed by the program assessment committee.

Assessment Criteria

Evaluators will cite students' use of appropriate written communication skills in at least 75% of formal research papers.

Program Assessment Plan Sample #5

Intended Outcome

Undergraduate CODI students will demonstrate competency in general education knowledge and skills.

Related Course(s)

CODI 470

Assessment Measure(s) and Technique(s)

Students will complete an integrated clinical experience during their senior year, in which they must utilize four key general education skills. At least two clinical supervisors will evaluate projects using assessment rubrics selected by department faculty.

Assessment Criteria

At least 95% of students who complete the senior year integrated experience will receive good to excellent ratings from project evaluators.

Program Assessment Plan Sample #6

Intended Outcome

Students enrolled in the communication exit course, Speech 450—Communication Theory, will demonstrate expertise in writing, speaking, interacting, critical thinking, and listening techniques.

Related Course(s)

SPCH 450

Assessment Measure(s) and Technique(s)

As a course requirement, students will present 2-3 mini-reports and develop a major term paper explaining critical components of prominent theories of human communication. Evaluators will complete student-rating forms and will discuss the results with students.

Assessment Criteria

At least 80% of the students who present 2-3 mini-reports and develop a major term paper will receive good to excellent ratings from evaluators on writing, speaking, interacting, critical thinking, and listening techniques.

Program Assessment Plan Sample #7

Intended Outcome

Undergraduate Dental Hygiene students will demonstrate competency in written and oral communication skills and information technology literacy.

Related Course(s)

DHYG 424

Assessment Measure(s) and Technique(s)

As a course requirement in DHYG 424, students will develop a lesson plan on an assigned dental hygiene topic and then give an oral/Power Point presentation to the dental hygiene class. The instructors in this course will evaluate students' work using assessment rubrics developed by the University.

Assessment Criteria

Evaluators will cite students' use of appropriate written and oral communication skills and information technology literacy in at least 87% of the lesson plans/presentations.

Program Assessment Plan Sample #8

Intended Outcome

Graduates in the Department of Management and Marketing will demonstrate expertise in solving complex case problems by finding analyzing, and interpreting information that is consistent with the responsibilities of a decision maker.

Related Course(s)

MGMT 433 and MRKT 409

Assessment Measure(s) and Technique(s)

Graduating seniors will be required to successfully complete a major case project involving a written report and oral presentation, which will be evaluated by a jury of faculty. MGMT students will present a major case project in MRKT 409.

Assessment Criteria

At least 70% of students completing the case project will receive ratings of average or higher on evaluations.

Program Assessment Plan Sample #9

Intended Outcome

Students graduating with a B.B.A. degree in Computer Information Systems will demonstrate interpersonal and teamwork skills necessary to succeed in their careers.

Related Course(s)

CIS 430

Assessment Measure(s) and Technique(s)

Students will develop, write, and present group projects in CIS 430 (capstone course). Each student will be evaluated by other members of his/her group on issues such as leadership, responsibility, dependability, respectfulness of others' opinions, and contribution. Assessment committee members will summarize ratings.

Assessment Criteria

At least 70% of the students completing the capstone group project will receive ratings of average or higher on evaluations.

Program Assessment Plan Sample #10

Intended Outcome

Students completing senior level biology coursework will demonstrate expertise in using standard scientific format to prepare reports.

Related Course(s)

BIOL 404

Assessment Measure(s) and Technique(s)

As a course requirement, BIOL 404 students will prepare weekly lab reports. At least two members of the program assessment committee will evaluate randomly selected reports using a checklist for determining students' use of the appropriate format.

Assessment Criteria

Evaluators will cite appropriate use of standard scientific format in over 80% of randomly selected student lab reports.

Rubric Development

- Identify the educational objective/intended outcome.
- Specify criteria for successful performance. Include various performance levels from poorest to best.
- Assign ratings to performance levels.
- Devise a scoring procedure.

Development of Course Embedded Questions

- Specify the educational objective/intended outcome.
- Develop a set of questions related to the objective/intended outcome.
- Select an appropriate evaluation instrument/exercise (examination, lab assignment, other written exercise, etc.).
- Embed questions in the instrument/exercise.

Written Communication Skills Rubric

Student _____ Course _____ Date _____

Intended Outcome: The student will use clear and concise communication in the written form.

Criteria	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Score
Structure	Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Organizational structure and paragraphing have serious and persistent errors.	
Content	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.	The length of the written work is sufficient to cover the topic, and assertions are supported by evidence.	Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence.	Written work does not cover the assigned topic, and assertions are not supported by evidence.	
Mechanics	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	
				Total	
				Overall Score = Total / 3	

Oral Communication Skills Rubric

Student _____ Course _____ Date _____

Intended Outcome: The student will use clear and concise communication in the oral form.

Criteria	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Score
Organization	Presenter follows logical sequence and provides explanation/ elaborations.	Presenter follows logical sequence, but fails to elaborate.	Presenter does not follow logical sequence (jumps around in presentation).	There is no logical sequence of information.	
Eye Contact	Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation.	Presenter maintains eye contact with audience most of the time, but frequently returns to notes.	Presenter reads most of report, but occasionally makes eye contact with audience.	Presenter reads entire report, making no eye contact with audience.	
Delivery	Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Presenter speaks clearly and loud enough to be heard by most in audience, makes relatively few grammatical errors, and pronounces most terms correctly.	Presenter's voice is relatively clear, but too low to be heard by those in the back of the room. Presenter makes several major grammatical errors, and mispronounces some terms.	Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Presenter speaks too quietly to be heard by many in audience.	
				Total	
				Overall Score = Total / 3	

Problem Solving Skills Rubric

Student _____ Course _____ Date _____

Intended Outcome: The student will use inquiry and quantitative and analytical reasoning to solve problems.

Criteria	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Score
Defining the Problem	Student states the problem clearly and identifies underlying issues.	Student adequately defines the problem.	Student fails to define the problem adequately.	Student does not identify the problem.	
Developing a Plan to Solve the Problem	Student develops a clear and concise plan to solve the problem, with alternative	Student develops an adequate plan and follows it to conclusion.	Student develops a marginal plan, and does not follow it to conclusion.	Student does not develop a coherent plan to solve the problem.	
Collecting and Analyzing Information	Student collects information from multiple sources and analyzes the information in-depth.	Student collects adequate information and performs basic analyses.	Student collects inadequate information to perform meaningful analyses.	Student collects no viable information.	
Interpreting Findings and Solving the Problem	Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions.	Student provides an adequate interpretation of the findings and solves the problem, but fails to provide alternatives.	Student provides an inadequate interpretation of the finding and does not derive a logical solution to the problem.	Student does not interpret the findings/reach a conclusion.	
				Total	
				Overall Score = Total / 4	

Basic Information Technology Skills Rubric

Student _____ Course _____ Date _____

Intended Outcome: The student will use information technology to prepare written documents, communicate with others, and locate and retrieve information.

Criteria	Rating = 3	Rating = 2	Rating = 1	Score
Word Processing	The student's performance of basic word processing tasks (typing the assigned essay, research paper, etc., checking spelling and grammar, and editing/revising the document) was exemplary.	Although the student adequately performed basic word processing tasks overall, he/she needs to improve in one or more skills areas.	The student exhibited limited word processing skills, and requires remediation to perform basic tasks.	
Internet Use	The student's performance of basic Web search engine tasks (exploring Internet resources, conducting a detailed search for information on the assigned topic, and downloading necessary files) was exemplary.	Although the student adequately performed basic Web search engine tasks overall, he/she needs to improve in one or more skills areas.	The student exhibited limited Web search engine skills, and requires remediation to perform basic tasks.	
Use of E-mail	The student's performance of basic e-mail tasks (communicating with the professor, accessing information from outside sources, and/or transmitting information via e-mail attachment to the professor and/or other e-mail addresses) was exemplary.	Although the student adequately performed basic e-mail tasks overall, he/she needs to improve in one or more skills areas.	The student exhibited limited e-mail skills, and requires remediation to perform basic tasks.	
			Total	
			Overall Score = Total / 3	