**ASSESSMENT INSTRUMENTS** – are student work or learner activities that measure student acquisition of learning outcomes. Every program outcome needs to have at least one direct assessment instrument (i.e. exam questions, papers, projects, presentations). Most of these assessments already exist within current course work, they just need to demonstrate clear alignment with student learning outcomes.

Follow these steps when identifying assessment instruments:

1. Use the curriculum map (page 2) to determine when and where assessment should take place. Find the courses where students should be demonstrating competency for each program outcome.
2. Identify assessment instruments within the course that represent a final assessment. These can be projects, exams, papers, presentations, etc. The instrument may the entire student work or it might just be part of the whole, i.e. six exam questions or part of a grading rubric. Only questions that specifically address the student learning outcome can be used for assessment.
3. Describe the assessment in the Annual Assessment Report. This will place the instrument within the assessment cycle and allow for data to be collected for decision making.
4. Set a year for the assessment to occur. Each program outcome must be assessed within five years, and at least one must be assessed every year.

**GENERAL GUIDELINES**

* *Be sure the level of assessment meets the level of the outcome.* For instance, if the outcome requires students to analyze, then the instrument must also require this.
* *Distinguish between indirect and direct assessment.* Direct assessment requires student demonstration of action; exams, projects, presentations, portfolios, etc. Indirect is student self-assessment or opinion such as surveys and focus group discussions.
* *Avoid using course grades as assessment.* Course grades often reflect a broader picture and are measuring more than a specific student learning outcome, such as attendance, and other outcomes. Assessment should be based on student actions directly related to the outcome.
* *Ensure the assessment is taking place after scheduled feedback and revision.* Do not use early drafts of a student’s work if these are to be revised. Use the final product, which demonstrates student mastery of the outcome.

Curriculum Map

|  |  |  |  |
| --- | --- | --- | --- |
| Required Courses  (Designator, Number, and Title) | Program Level Student Learning Outcomes (SLOs) Addressed in the Course  (written out) | Assignments in the Course that Could Possibly Measure the Program SLOs | Key Assessment(s) to Determine if Students have attained the SLO at the Level expected for Graduation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If the program relies on a lot of elective courses to develop student’s skills, knowledge, and values (SLOs) you can either create a second table with “Elective Courses” or take a different approach for assessing those SLOs. This will really depend on the extend of coverage of the SLOs in the required courses, the level of control your program has over the electives, and the opportunities to assess the student learning for those SLOs that fall outside of required courses via some other mechanism (such as portfolios).