EXAMPLES *These data were created to be illustrative of the language and steps to be documented on this template report, and are not from actual assessment results.*

Course Name/Number: Varied Examples	Submitted By: Darby Hiller	Semester: Fall 2015	
I. Course Learning Outcomes	II. Specific Learning Activity/Assessment Method	III. Record the results of the assessment	IV. Actions Taken or Actions To Be Taken Based on Assessment Results
1. EXAMPLE: Research Methods Course • Apply appropriate quantitative research methods suitable to the research purpose	Exercise 1. Given a description of the research problem, students identify the appropriate research purpose given the variables in the research problem and the measurement level of the variables. Exercise 5. Research proposal, students justify and apply appropriate research method given their individual research questions and hypotheses	Exercise 1. Students adequately demonstrated application of appropriate research methods. However, students often confused comparative research with correlational research designs. Exercise 5. Students were generally able to apply the appropriate research methods in their individual research proposals. Some students could more specifically identify a method – such as a quasi-experiment design in place of the more general comparative design.	Exercise 1. Create instructions for students for stepping through solving the problem of identifying the research design. As this is one of the first assignments for the class, use it as a pre-test practice and then assess students again closer to the end of the course. Make examples in the assignment less ambiguous, specify level of measurement of the variables used in the examples. Exercise 5. This is the capstone project. Be more specific in the capstone instructions about expectations regarding reference to the chosen research method. Review a draft of this section of the project prior to the due date with individual students in order to provide feedback.
2. EXAMPLE: ENGLISH COURSE Write essays for a given audience and purpose which exhibit a clear thesis [General Education Outcome: Writing]	Assessed with all of the five major papers assigned for the class using communications rubric.	By aggregating the results from the rubric scoring on the five papers for all students: For organizes ideas logically for intended purpose – 75% sufficient, 25% proficient For demonstrate an awareness of audience – 25% developing, 50% sufficient, 25% proficient	Scoring with rubrics helped objectivity in grading. Because language and word choice impacted performance of awareness of audience, employ group activity which students share work with colleagues for feedback specifically on word choice. Clearly delineate in all assignment instructions the audience for whom the students are writing.

3. EXAMPLE: Literature Course: Contrast how different perspectives (i.e., readings, performances) of Shakespeare's plays illuminate our understanding of the original text. [General Education Outcome: Critical Thinking]	Critical essay assignment: Students attended a performance, or read an additional adaptation of one of the plays read in class from Shakespeare's original text.	Most students (80%) sufficiently identified the similarities and differences in the adaptations they reviewed/read. Only 40% sufficiently pulled out the most important differences that would lead to a greater understanding of the original text. 60% did this partially or none. Very few (25%) were able to partially add insights.	Prior to the critical essay assignment, add an additional practice activity – either have students themselves perform a short sequence from a play given a particular audience and purpose, or give a short reading adaptation of a play (different from the text); use small group discussion to have students identify the different perspectives, pull out the most important differences in order to develop a critique of the original text.
4. EXAMPLE: Biology Course Apply the process of science to novel situations to solve problems and make decisions	Minute Papers	Use of minute papers during genetics section of course showed 54% of students adequately applied scientific method. Employing a follow up computer based tutorial lab exercise increased student performance to 85%. As a result about 50% of students were able to add insights sufficiently (critical thinking rubric)	Use the computer based tutorial lab exercise prior to minute paper and final exam as practice in applying scientific method. Additional practice with a prompt for students to synthesize research into a solution for the given problem will help students to demonstrate "adding insights." Given the difficulty occurred predominately in the genetics section, increase the frequency of practice activities in this section with more guidance in small groups in order to help students understand the genetics content better.

Instructions:

I. Document each course learning outcome in one row of the table. The course learning outcomes match the learning outcomes on your course syllabus.

II. The assessment methods match the assessment activities on your syllabus and align directly with a learning outcome.

III. Record the results of your assessment and specify any targets.

IV. Based on the assessment of student learning outcomes, what ways did you use assessment results to improve student learning and achievement of course outcomes? What are your follow up actions for the coming year based on your learning outcomes assessment results from this year? Please provide specific examples of changes in curriculum, assessments, and the class learning culture, instruction, and activities.