**Directions for Completing a Course Assessment Form**

Assessment of student learning is the process of defining student outcomes and measurements of those outcomes, creating meaningful measurement tools, and analyzing the information gathered with the measurement tools. The information analysis is used to improve student learning. Assessment concludes with the Course Assessment Report which documents the process and includes recommendations, then begins again to assess the impact of any changes made as a result of the report.

**Definitions**

Assessment measurement tools may be direct or indirect. Examples of direct measures of assessment are final exams and papers, pre- and post-tests, and student portfolios. A student survey asking for reflection on how well students have learned an outcome is an example of an indirect assessment tool.

Summative assessments – the purpose is to determine the level of student learning at the end of a specific period of time, e.g. end of semester or mid-semester. Summative assessments include items such as standardized tests, final exams, portfolios and projects, and final papers.

Formative – “… [the] purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students …” (Angelo and Cross 5). Formative assessments include items such as diagnostic tests, quizzes, reading responses and lab reports.

**The assessment process at GBC**

At the course level at Great Basin College, instructors are asked to complete the assessment process for one course per semester with the goal of assessing all courses once every five years.

**Steps in the process**

* Write student outcomes and measurements of those outcomes for each course.
* Determine which items on the final exam or other summative assessment address the specific outcomes.
* Determine the criterion for judging outcome achievement, such as, “80% of the students will average 70%...” on the assessment measure(s).
* Collect data about student learning:
  + final grades with detail about specific questions
  + percentage of students at certain success levels on each question used as an assessment measure
  + averages for each class
  + review grade distributions to see if the distribution reflects the intent of the class and the outcomes
  + list number of students in the course at the time of assessment who did not complete the assessment
  + Reflect on the results: What are students learning well? What are students having difficulties with? What changes could be made to improve student learning? How will those changes be put into place and what tools will be used to measure their success?
* Complete the Course Assessment Report Form.
* On completion, send a copy to your department chair and to the Director of Institutional Research and Effectiveness.
* Full-time faculty members upload both course assessment reports into the faculty evaluation system on completion or at least by the end of the academic year.