

## Course Level Outcome Assessments

UCC's Course Learning Outcome assessment process is designed to maximize reflection on teaching and learning, while allowing us to demonstrate formal assessment processes. This assessment form facilitates a systematic examination of the connection between a course outcome, teaching and learning strategies, and assessments.

Instructors should focus on outcomes or assessments that have felt challenging. By addressing these outcomes or assessments, this becomes a meaningful exercise that can be applied to all other outcome and assessment work. These forms will never be reviewed punitively; rather, they will be reviewed for a demonstration of the improvement processes that faculty regularly engage in to increase student success.

**To complete, Choose ONE outcome. Fill out the following columns:**

### 1. Outcome competency

List the specific ways (3-6) that students demonstrate their ability, or competency, to perform this learning outcome. Learning Outcomes state what students should learn; competencies state what students should be able to do to demonstrate that they have met the outcome. Starting with a measurable verb, finish the phrase, "To demonstrate this outcome, students should..." "...apply the correct statistical model to determine a data inference...clearly describe the cell's metabolic processes...demonstrate the ability to revise drafts based on constructive feedback...etc"

*For each of these competencies, include in the remaining columns:*

### 2. Teaching and Learning Strategies

Describe how material related to the chosen outcome is delivered to students (i.e. graded assignments; reading; practice labs; in class activities lecture; experiential learning; etc)

### 3. Brief description of specific, graded formal summative assessment

Describe the assignment that evaluates the student's achievement of competency/ability to perform the learning outcome at the most comprehensive level taught in the course. These assessments should directly measure the outcome, and represent the highest level of learning achievement. (i.e. Second exam-questions 3-8; group research project; Theoretical reflection; Final essay; etc)

### 4. Assessment results

For each competency listed, describe how students performed on the assessment of each competency. Discuss how many achieved what results. Be specific, using quantitative measures, like 26% of students or 11/29 students, along with qualitative observations.

- On the exam question, "30% of students could describe the pathway in its entirety; 44% could describe the pathway around 50% accuracy, remaining students were below 50%, with most not able to answer.
- "15 students achieved the highest competency on the rubric, meaning they used varied concepts of rhetoric to analyze the text using complex examples. 8 Students met passing requirements on the rubric, which meant they used 1-2 concepts of rhetoric to analyze the text with adequate examples..." etc

### 5. Next steps for improving student learning

Reflect briefly on the assessment results and create a plan to help students achieve the one or more learning outcome indicators more effectively the next time the course will be taught. These next steps should:

- Connect directly to specific indicators, versus a broad examination of the course/outcomes
- Consider active teaching and learning strategies, and/or formative (practice assignments) where appropriate (Are there other teaching and learning strategies you plan to implement?)
- Consider future summative assessment techniques (will you change the assessment you gave?)

**Course Level Outcome Assessments**

<b>Instructor Name</b>		<b>Date</b>		<b>Number of students assessed ↓</b>
<b>Department</b>		<b>Quarter/Year assessed</b>		
<b>Area of Study/Program/ Group of Courses</b>		<b>Course</b>		
<b>Outcome:</b> After completing the course, each student should be able to...				
<b>1. Outcome competency</b>	<b>2. Teaching and Learning Strategies</b>	<b>3. Specific assessment</b>	<b>4. Results of assessment</b>	<b>5. Next steps for improving student learning</b>

<b>If you assessed the same course outcome as last year, how have the results of student learning changed?</b>		
<b>Overall, using your judgment, how well did students perform on this course outcome?</b>	Did not meet achievement standards	Met achievement standards