

Guidelines for Fulfilling Assessment Objectives for all New Courses to the Core Curriculum

The University Committee of the Faculty Senate, in cooperation with the University Curriculum Assessment Committee, has developed the following list of guidelines for fulfilling assessment objectives for all new courses to the Core Curriculum:

- 1 **Provide the list of Exemplary Educational Objectives (EEOs) and Overarching Objectives (OAOs) for your component area.**
- 2 **From this list, indicate how your course will meet the objectives.** Each course must meet all of the EEOs and OAOs listed.
- 3 **Show how the attainment of each indicated EEO and OAO would be measured by describing the tools, instruments, methods, etc. that will be implemented in your course for the purpose of core assessment.** Keep in mind that overall grades on exams are typically not acceptable by themselves as assessment tools. They assess whether or not the student is mastering the course material. They can also assess whether or not the course objectives are being met. However, they may not necessarily assess whether or not the course is meeting the EEOs and OAOs, unless indicated questions or groups of questions specifically target an objective. Note further that some EEOs and OAOs are attitudinally-based rather than knowledge-based, so may be assessed very poorly at best on a course exam.

In this section you will describe how your tools, instruments, methods, etc. will measure the EEOs and OAOs. Some examples include: a) Show which particular question or questions will be included in an exam for the purpose of targeting a specific objective. b) Describe a particular aspect of a journal that is intended to measure the achievement of an objective. c) Create a Pre/Post Survey/Test or a Post/Then Survey/Test to measure change as the course progresses.

Other tools would include class discussions, reading assignments, individual consultations, feedback discussions, posts on discussion boards, oral presentations, field trips, and portfolios. The representative for your core component area is available for further guidance in implementing these and other methods.

Since instrumentation is typically not available when submitting a new course for review, it would be acceptable and appropriate to list the intended approach toward measuring an EEO. For example, the first EEO in Humanities reads: **“To demonstrate awareness of the scope and variety of works in the arts and humanities.”**

The instructor could therefore state, “To target this EEO, specific essay questions will be included in exams, students will produce a portfolio to include XYZ, and a pre/post survey will be distributed on WebCT that will measure students’ awareness before and after the course.”

Once data have been collected, it is necessary to describe how these data will be analyzed, either qualitatively or quantitatively. For example, if a specific question will be included in an exam that targets an EEO or OAO, explain how the responses to only that question will be analyzed and evaluated. Or, in the case of data collected from a survey, describe the statistical analysis techniques under consideration. If class discussions or other types of oral feedback will be used, explain how the information will be summarized to illustrate how effectively this technique will contribute toward accomplishing the objective.

Please note: The Core Oversight Committee will be reviewing your course syllabus, your assessment findings, and how you will routinely improve your course in order to more effectively meet the EEOs and OAOs. **Your data should be presented in a summarized form for this committee.**

4. Describe how the data collected will be analyzed or evaluated so that your course can be continuously improved.

Some suggested ways¹ of improving the course's effectiveness at meeting the EEOs and OAOs could include: a) Obtain feedback from colleagues in the same area. b) Alter assignments. c) Produce a portfolio over a number of semesters/years. d) Re-examine requirements for the course (e.g., prerequisites). e) Revise lecture concentration. f) Revise teaching methods.

¹ Adapted from materials produced from the Herron School of Art, Purdue University, 1999.