Filling in the Course Assessment Form

These instructions assume that you have already located your course assessment form and have it open in Word. See the document “Locating and editing your course assessment form” on the assessment web site for instructions.

If your course has already been through one complete assessment cycle and you are starting another cycle, you will need to make a new copy of the results table. Ask the Assessment Coordinator for assistance.

Step 1: Verify the basic course information

Step 2: Course Intended Outcomes

The core of assessment is the statements that define what the students should be able to do – the student learning outcomes (SLOs). SLOs are the specific measurable goals and results that are expected subsequent to a learning experience. SLOs must appear in the course outline and the class syllabus.

When writing SLOs:

1. Focus on what the student can do, not what you will do.
2. Use active verbs like those from Bloom’s Taxonomy
3. Include an assessable expectation
4. Share the outcomes with other faculty members
5. Share the outcomes with your students
6. Modify as you learn from experience

See the Bloom’s Taxonomy charts below adapted from “Assessing Student Learning in Higher Education” by Janet Fulks at http://www2.bakersfieldcollege.edu/courseassessment/Section_1_Introduction/Introduction1.htm. Notice that words like learn, attain, work with, and study are not in the list. These are difficult to measure.
### Cognitive Domain
Learning Outcomes Related to Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student remembers or recognizes information or specifics as communicated with little or no personal assimilation.</td>
<td>Student grasps the meaning behind the information and interprets, translates, or comprehends the information.</td>
<td>Student uses information to relate and apply it to a new situation with minimal instructor input.</td>
<td>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.</td>
<td>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.</td>
<td>Student judges or evaluates information based upon standards and criteria, values and opinions.</td>
</tr>
</tbody>
</table>

| Cite | Label | List | Enumerate | Identify | Imitate | Match | Name | Quote | Recall | Reproduce | State | Write | Convert | Define | Describe | Discuss | Estimate | Explain | Generalize | Identify | Illustrate | Locate | Paraphrase | Restate | Summarize | Apply | Chart | Compute | Demonstrate | Determine | Dramatize | Establish | Make | Manipulate | Prepare | Project | Solve | Use | Analyze | Compare | Contrast | Correlate | Diagram | Dissect | Differentiate | Distinguish | Infer | Investigate | Limit | Outline | Separate | Assemble | Create | Construct | Design | Develop | Formulate | Generate | Hypothesize | Initiate | Invent | Modify | Reframe | Reframe | Synthesize | Access | Appraise | Conclude | Critique | Decide | Defend | Diagnose | Evaluate | Judge | Justify | Rank | Recommend | Support |

Basic Knowledge Level

Higher Level Thinking
**Psychomotor Domain**

Learning Outcomes Related to Skills

<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students translate sensory input into physical tasks or activities.</td>
<td>Students are able to replicate a fundamental skill or task.</td>
<td>Students recognize standards or criteria important to perform a skill or task correctly.</td>
<td>Students use standards to evaluate their own performances and make corrections.</td>
<td>Students apply this skill to real life situations.</td>
<td>Students are able to instruct or train others to perform this skill in other situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hear</th>
<th>Identify</th>
<th>Observe</th>
<th>See</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt</td>
<td>Copy</td>
<td>Follow</td>
<td>Imitate</td>
<td>Mimic</td>
<td>Model</td>
<td>Reenact</td>
<td>Repeat</td>
</tr>
<tr>
<td>Check</td>
<td>Detect</td>
<td>Discriminate</td>
<td>Differentiate</td>
<td>Distinguish</td>
<td>Notice</td>
<td>Perceive</td>
<td>Recognize</td>
</tr>
<tr>
<td>Adapt</td>
<td>Adjust</td>
<td>Alter</td>
<td>Change</td>
<td>Correct</td>
<td>Customize</td>
<td>Develop</td>
<td>Improve</td>
</tr>
<tr>
<td>Build</td>
<td>Compose</td>
<td>Construct</td>
<td>Create</td>
<td>Design</td>
<td>Originate</td>
<td>Produce</td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Exhibit</td>
<td>Illustrate</td>
<td>Instruct</td>
<td>Teach</td>
<td>Train</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Usually no outcomes written at this level.*

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>More Sophisticated Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Affective Domain

### Learning Outcomes Related to Attitudes, Behaviors and Values

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organizing</th>
<th>Characterizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students become aware of an attitude, behavior or value.</td>
<td>Students exhibit a reaction or change as a result of exposure to an attitude, behavior or value.</td>
<td>Students recognize value and display this through involvement or commitment.</td>
<td>Students determine a new value or behavior as important or a priority.</td>
<td>Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person’s character.</td>
</tr>
<tr>
<td>Accept</td>
<td>Behave</td>
<td>Accept</td>
<td>Adapt</td>
<td>Authenticate</td>
</tr>
<tr>
<td>Attend</td>
<td>Comply</td>
<td>Adapt</td>
<td>Adjust</td>
<td>Characterize</td>
</tr>
<tr>
<td>Describe</td>
<td>Cooperate</td>
<td>Balance</td>
<td>Alter</td>
<td>Defend</td>
</tr>
<tr>
<td>Explain</td>
<td>Discuss</td>
<td>Choose</td>
<td>Change</td>
<td>Display</td>
</tr>
<tr>
<td>Locate</td>
<td>Examine</td>
<td>Differentiate</td>
<td>Customize</td>
<td>Embody</td>
</tr>
<tr>
<td>Observe</td>
<td>Follow</td>
<td>Defend</td>
<td>Develop</td>
<td>Habitate</td>
</tr>
<tr>
<td>Realize</td>
<td>Model</td>
<td>Influence</td>
<td>Improve</td>
<td>Internalize</td>
</tr>
<tr>
<td>Receive</td>
<td>Present</td>
<td>Prefer</td>
<td>Manipulate</td>
<td>Produce</td>
</tr>
<tr>
<td>Recognize</td>
<td>Respond</td>
<td>Recognize</td>
<td>Modify</td>
<td>Represent</td>
</tr>
<tr>
<td></td>
<td>Show</td>
<td>Seek</td>
<td>Practice</td>
<td>Validate</td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td>Value</td>
<td>Revise</td>
<td>Verify</td>
</tr>
</tbody>
</table>

### Elementary Values and Behaviors

- Accept
- Attend
- Describe
- Explain
- Locate
- Observe
- Realize
- Receive
- Recognize

### More Highly Developed Attitudes

- Authenticate
- Characterize
- Defend
- Display
- Embody
- Habitate
- Internalize
- Produce
- Represent
- Validate
- Verify
Step 3: Match the Institutional Student Learning Outcome
Review the ISLOs and choose the one that best matches your course SLO. Put the number in the first column. If your SLO crosses over more than one ISLO, put the closest match first and then list others in parenthesis.

<table>
<thead>
<tr>
<th>Harbor College Institutional Student Learning Outcomes (ISLO)</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **1. Communication:** Use language and non-verbal modes of expression appropriate to the audience and purpose. | **Reading:** Read and comprehend written material critically and effectively at the appropriate program level.  
**Writing:** Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas, to express feelings, and to support conclusions, claims or theses.  
**Speaking:** Speak in an understandable and organized fashion to explain ideas, to express feelings, and to support conclusions, claims, or theses.  
**Listening:** Listen actively, respectfully, and critically to the substance of others’ comments.  
**Observing** (Visual Literacy): Decode and interpret visual messages, construct meaning from visual images, and produce meaningful visual communication. |
| **2. Cognition:** Use critical thinking skills to analyze, synthesize, and evaluate ideas and information. | **Problem Solving:** Identify and analyze real or potential problems and develop, test, and evaluate possible solutions, using the scientific method where appropriate.  
**Creative Thinking:** Formulate ideas and concepts in addition to using those of others.  
**Quantitative Reasoning:** Use appropriate program level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.  
**Application:** Apply knowledge and skills to appropriate contexts and transfer knowledge and skills to new and varied situations.  
**Resource Management:** Identify, organize, and allocate resources effectively. |
| **3. Information Competency:** Utilize research skills necessary to achieve educational, professional, and personal objectives. | **Information Literacy:** Use print materials, personal communications, observations, and electronic media to locate, retrieve, and evaluate information. Understand the ethical, social and legal issues surrounding the use of information.  
**Technological Competency:** Apply technology effectively to locate, interpret, organize, and present information.  
**Research Proficiency:** Conduct research and present findings effectively. |
| **4. Social Responsibility:** Demonstrate sensitivity to and respect for others and participate actively in group decision making. | **Teamwork:** Use skills needed for participation in group efforts to seek effective results.  
**Respect for Diversity:** Demonstrate an understanding of and respect for the feelings, opinions, and values of other people and cultures.  
**Effective Citizenship:** Demonstrate responsibility for being an informed, ethical, and active citizen of the local community, California, the nation, and the world. |
| **5. Personal Development:** Demonstrate self-management, maturity, and growth through practices that promote physical, | **Ethics and Values:** Demonstrate an understanding of ethical issues and values required to make sound judgments and decisions.  
**Aesthetic Appreciation:** Create or show appreciation for artistic and individual |
Step 4: Describe the means of assessment
Start by looking at what you already do in your class. You will probably find that you can adapt an assignment, project or exam to measure the SLO with very little change. This is called embedded assessment. Make the assessment count as part of the student’s grade. Do not assign it as optional or extra credit. All instructors teaching all sections of the course should agree with the assessment being used. If your discipline has a standardized assessment available, you can also use that. The verb in the SLO must match the assessment method. For example, multiple choice questions do not allow the student to explain, discuss, or critique.

For a summary of the pros and cons of various assessment tools see:

Choosing the Right Assessment Tools

More detailed information about selecting a means of assessment can be found at:

Pros and Cons of Tools for Doing Assessment

Step 5: Determine your criteria for success
Determine your criteria for success. What level of student performance is acceptable? Do you want 80% of your students to score a C or better? You know what is reasonable for your course. Add that to the Means of Assessment description.

Step 6: Summary of Results
Summarize the results of the assessment. Include the semester results collected, number of sections participating, and number of students or number of samples taken. If you have a more detailed report, it should be kept in the division/department office.

Make sure a copy of the instructions/questions given to students, the rubric and some samples of student work at different levels are saved in your department or division office.

Step 7: Use of Results
Discuss the results with your colleagues. If student performance is not what you hoped, brainstorm with colleagues about the reasons and possible solutions. Some things you might look at include; the textbooks, teaching methods, prerequisites, the facilities, the instrument itself, the amount of teaching time devoted to the SLO, the need for support services or equipment. Type this in the “Use of Results” column of the Assessment Form. If students did outperform your criteria, there are still things you might want to change for the next assessment cycle. Do you need to raise your criteria? Make the assessment more challenging? Try out some new teaching techniques?
### LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report

**Course Assessment**

**Division:** Social and Behavioral Sciences  
**Discipline/Program:** History

**Course Number and Name:** HISTORY 052 The Role of Women in U.S. History

**Program Contact Person:** Ellen Joiner  
**Phone:**

**Reviewed by:** Lora Lane, SLO Assessment Coordinator  
**Date:** February 2011

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#### Attach additional pages as necessary.

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1) Identify the dynamic of historical continuity and change within U.S. Women’s History.</td>
<td>Distributes a list of 10 significant events in “Women’s History.” Embeds “chronology check” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.</td>
<td>Fall 2011: 81.3% of students correctly placed 10 historical events in chronological order.</td>
<td>Reviewing over-hype chronology at beginning of class has improved this area. Continue to integrate short activities into classroom to encourage thinking historically.</td>
</tr>
<tr>
<td>1</td>
<td>2) Define gender and clarify its interactions with social, ethnic, and status differences throughout U.S. Women’s History.</td>
<td>75% of students will score 80% or better on 10 multiple choice questions dealing with race, ethnicity, and status to be embedded within tests.</td>
<td>Fall 2011: 72.3% of students correctly answered 10 multiple choice questions dealing with race, ethnicity, and gender.</td>
<td>This semester I defined these terms in the first week of review, then continued to reinforce throughout the class. Students understanding of these concepts improved and moved closer to achieving learning outcomes.</td>
</tr>
<tr>
<td>1</td>
<td>3) Identify individuals and movements (labor, temperance, birth control, suffrage) that have contributed to changing women’s status in U.S. History.</td>
<td>75% of students will score 80% or better on 20 matching questions embedded within tests linking female organizers with their respective organizations or movements.</td>
<td>Fall 2011: Class participated in assessment of SLO #1, Pathway, and Course assessment with 500 word essay. “Compare and contrast the Organization of the National Association of Colored Women with the National Women’s Party. What factors motivate the formation of these associations and what was their impact on American society?” 6577 students submitted essays to turnitin.com with an average score of 67%.</td>
<td>To prepare for the assessment of this outcome, students wrote an earlier essay that introduced them to essay organization, writing, and citations. Students also used turnitin.com for essay submissions. The assessment essay was also weighted with more points to emphasize the importance of the assignment. Students were also shown a documentary film of the two associations and encouraged to watch “Iron-Jawed Angels” outside of class.</td>
</tr>
</tbody>
</table>

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**Step 8: Send to SLO Assessment Coordinator**

Save the document to your computer and then email to the coordinator for review at slocoordinator@lahc.edu. The coordinator will review the document, suggest any changes needed and post to the college website.