Instructions for Course Assessment Spreadsheet

This new assessment spreadsheet will be used to evaluate your course contribution to our IE Program Learning Outcomes. There are several assessment worksheets titled Assessment-1, Assessment-2, etc. Each of these worksheets focuses on the course contribution to one of our IE Program Outcomes. Review each of these worksheets and particularly the specific skills that support the Program Outcome. If you don't believe the specific skill enumerated is appropriate for this course, propose another skill that supports the targeted Learning Outcome. Have this approved by the chair of the Undergraduate Curriculum Committee BEFORE your class begins.

PLANNING: Before your course begins, create an assessment plan in which you have a preliminary strategy for doing the assessment: How will you recognize achievement of the skill? What student work will you use to perform the assessment? When will that work be assigned? Later when you finalize the targeted assignment to your students, you will capture this information in the yellow area II. on the assessment form.

LEVELS OF COMPETENCY: In our assessment program we must first define a scale for the achievement of competency. We define four levels of competency: (1) beginning competency, (2) approaching competency, (3) basic competency, and (4) exemplary competency. In evaluating our Program Outcomes the bar is set at the level of basic competency. One of the things you will have to decide is how will you recognize basic competency—what need the student demonstrate in order to achieve this? Each of the Program Outcomes targets a fundamental skill. We do not need to test the student for deep knowledge at the course level to determine if the student has achieved basic competency. Having this in mind then, there is a fundamental difference between the grade we assign for a problem or a work product in the students' portfolio and establishment of a basic competency. You will note that the competency scale includes the level exemplary competence. This allows you to think about the student's ability to stretch beyond the basic skill level.

MEASURES OF COMPETENCY: You will recognize that there may be multiple measures of competency. For example, if you are measuring student work to assess ABET (f) the ability to communicate effectively, there are several measures that could be used. M1: the student demonstrates the ability to use proper grammar and spelling.
M2: the student has crafted a clear and logical description in the presentation. Note that the student may have made errors in the technical content of the report which led you to mark down the grade, but the writing may be clear although technically incorrect). Here is an example that leads to a difference in the grade you assign and the establishment of competency for this ABET outcome.

**DOCUMENTING MEASURES:** Fill in descriptors for measures of performance supporting **basic competence** in the yellow area II on the assessment form. You can use any scale you like for these measures: 10 point, 5 point, 3 point, etc. Make sure that you document this scale here, so that student performance data is clear. Finally, identify what student work product(s) you used in the assessment. You can use a single student work product for the assessment. For example, you may use a problem from an exam, a report, etc. Choose student work in which you can measure basic competency which supports the targeted Program Learning Outcome. If you use multiple work products it is likely that these will correspond to different measures of competency. It is possible that m1 and m2 may be from work product A, while m3 is from work product B.

**DOCUMENTING STUDENT PERFORMANCE:** Mark each student work product with an identifying number 1,2,3... These correspond to the id number on each assessment worksheet. Record each measure in the darker-yellow cells of the matrix (III.) whose columns are marked m1, m2,... Remember that the scale you use should be recorded in area II. above.

**RECORDING STUDENT COMPETENCY:** Based on your measures of competency, place a mark (e.g. x) in one of the columns under the appropriate column. There is no automatic calculation based upon your entries in the columns marked m1 to m4. Each faculty must decide how to combine individual measurements into the summary competency statement. Any notes on how you have done this should be included in the yellow area marked IV. below.

**STATUS:** The spreadsheet has been preloaded with a status **P** indicating that the student has successfully completed the course. The status may be **P** (successfully completed the course) **W** (withdrew from the course) **F** (completed the course, but not successfully). You may have graded work for a student, for example, who has withdrawn from the class. We want to differentiate among these categories.
Make sure that before submitting the assessment workbook you update this status to reflect students who have either withdrawn or failed the class.

**GENERAL ISSUES:** At the end of the course, complete the responses in the sheet: General Issues. ABET requires us to create a continuous improvement process that leads to higher achievement levels of our students. If your assessment indicates that our students are not achieving Basic Competency, indicate changes that would lead to improved student achievement demonstrated in your course. ABET requires that we use this assessment data in our program of continuous improvement.

**FINAL ISSUES:**
If you have any questions regarding this assessment workbook, contact the chair of the Undergraduate Curriculum Committee.

It is essential that you collect this data in a timely manner. We are in the final stages of preparing for our ABET evaluation! Plan what you will assess for this document BEFORE the class begins. Collect the data and attach it as soon as possible! In addition, each instructor will be asked to create a SEPARATE course file that includes:

1) Course syllabus
2) All handouts from the class
3) Copies of all exams with at least three samples of student performance on the exams including a high achiever, middle of the road achiever, and low achiever.
4) Copies of Reports, Labs, and any other material relevant to our evaluator understanding the course
5) Any additional relevant information regarding the course.