

STEP TWO: In the column on the left, please briefly list each Expected Learning Outcome for the course. In the column to the right, list the different Assessment Methods you plan to use to assess this expected learning outcome (e.g., classroom discussion, “muddiest point” exercises, etc.).

Expected Learning Outcome(s)	Assessment Method
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

You should now have a list of all traditional evaluation methods and all additional assessment methods that will be used to assess each expected learning outcome in the course. It is important to use BOTH traditional evaluation methods and assessment methods to assess each expected learning outcome.

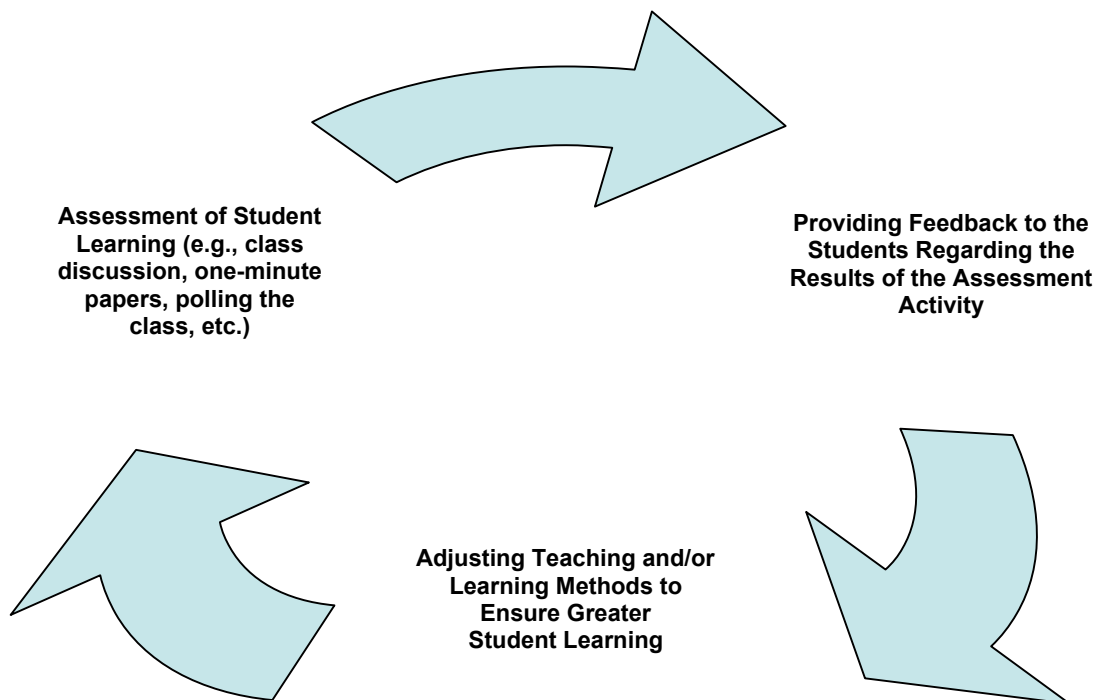
Now that you have selected the methods you will use to assess the expected learning outcomes in the course, you are ready to incorporate those methods into an assessment plan for the course.

Note: The list of traditional Evaluation Methods and Assessment Methods you just created should be included in the syllabus as “Methods for Assessing the Expected Learning Outcomes”.

STEP THREE: Creating an Assessment Plan

Now that you have determined what methods you will use to assess the expected learning outcomes in the course, you will want to establish a plan that outlines when and how you will engage in these assessment activities.

An Assessment Plan should reflect the following cycle:



Please use the worksheet on the following page to help you design a plan to assess student learning in your course.

A sample of a completed version of this worksheet/form follows the blank worksheet. An additional blank copy of this worksheet that can be copied and used for each learning outcome for a course has been provided in Appendix B.

PLAN FOR ASSESSING EXPECTED LEARNING OUTCOMES

Course Title/Number _____ Department _____

Expected Learning Outcome *(please use a separate form for each course-level learning outcome)*

<p align="center">How will this expected learning outcome be assessed? What methods will you use to measure students' mastery of this outcome?</p>	<p align="center">When will this expected learning outcome be assessed? <i>(Please list the prospective dates for each of the assessment techniques listed in the first column)</i></p>	<p align="center">If these assessments show deficiencies in students' mastery of this expected learning outcome, what are your plans for improving student learning related to this outcome?</p>

(Adapted from information from Kansas State University accessed at <http://www.k-state.edu/assessment/Library/strategies.pdf>)

SAMPLE “Plan for Assessing Expected Learning Outcomes”

Course Title/Number Child/Adolescent Guidance Department Child Development

Expected Learning Outcome *(please use a separate form for each course-level learning outcome)*

Expected Learning Outcome # 1 Upon completion of this course, students will be able to describe developmentally appropriate guidance practices.

How will this expected learning outcome be assessed? What methods will you use to measure students' mastery of this outcome?	When will this expected learning outcome be assessed? <i>(Please list the prospective dates for each of the assessment techniques listed in the first column)</i>	If these assessments show deficiencies in students' mastery of this expected learning outcome, what are your plans for improving student learning related to this outcome?
<ul style="list-style-type: none"> • Exams 1-3 	(October, November, December)	Review exam answers with class, review unclear concepts.
<ul style="list-style-type: none"> • In-class activities 	Weekly	Provide written feedback on activities, debrief common errors or misconceptions with the class.
<ul style="list-style-type: none"> • Muddiest Point CAT 	Every 2 weeks	Review answers to students' questions from this CAT activity either verbally or on the course website.
<ul style="list-style-type: none"> • Non-Graded Quizzes 	At the end of every chapter/unit	Grade quiz with the class, being sure to provide the correct answers. Clarify any confusing areas; re-teach as necessary.

(Adapted from information from Kansas State University accessed at <http://www.k-state.edu/assessment/Library/strategies.pdf>)