

## Simple Tips for Assessing Outcomes

1. Be aware of and take ownership of your assessment schedule, individually and collectively as a department. [Schedules are in this hyperlink](#). How to do this? Print out the schedule for your department and discuss which courses need to be assessed this fall during the first or the second department meeting of the semester.

2. If you happen to be teaching a course that's up for assessment this semester, this is the perfect time to think about what assignment to use for the assessment of the CLOs. There are two ways to go about this:

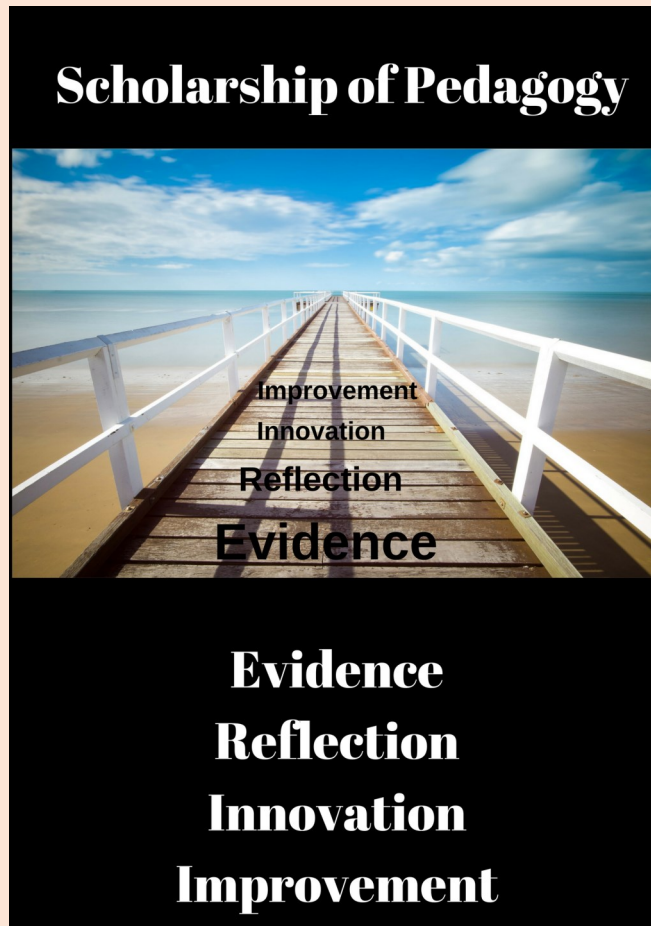
Assess individually—that is—do it on your own without getting together with your colleagues.

Assess collectively: Get together with your colleagues and plan on a single test that's given at a time agreed upon by all. This can be a great way to assess multiple sections of a course.

3. Give the test at the time you plan for. Remember, by definition, outcomes measure the extent of learning accomplishment at the **end** of a course.

4. Grade the test.

5. Input your information in [eLumen](#).



### Examples of Direct Assessment Methods

- Exams
- Quizzes, multiple choice tests
- Presentations
- Term papers
- Projects

### Examples of Indirect Assessment Methods

- Surveys
- Reflections on learning and/or reflections on grades or syllabus etc.

6. Write your reflection before you exit eLumen. Faculty reflections are faculty voices and carry tremendous value as they can become catalysts for improvement.

7. At this point you'll have completed the assessment of the course, but there's one more step that can offer meaningful dialog:

Get together with your colleagues; for example, if ENGL 101 teachers assessed, then carve out a few minutes of discussion time may be during a department meeting to share your observations about what you discovered about your students' learning.

Share your observations with your colleagues either in eLumen or via email or both, whatever there's time for and whatever method fits your situation.

This sharing of observations could be a meaningful conversation. Such a conversation on pedagogy has tremendous potential for further innovation that can move our students to a higher level of learning.

For questions or discussions or brainstorming assessment ideas, you could email any OAW member or your SLO coordinator: <http://www.mjc.edu/instruction/outcomesassessment/workgroup.php>

Also, feel free to attend an [OAW meeting](#).

## Faculty Involvement

Establishing shared outcomes for student learning

Inputting information about student learning

Having conversations about classroom experiences and teaching innovations



“The heart of outcomes assessment is not in testing students (although knowing the level of achievement is a strength); neither is the essence of assessment in reporting students' learning (although the energy of the data can be used for great benefit of the students); the strength of outcomes assessment lies in having great conversations with our colleagues about student learning. It's an intellectual expedition into the phenomenon of learning.”

—Quotation read by Dr. Jill Stearns on Institute Day