

Task 2: Identify Assessments

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Overview:

- After attending a workshop in Fall 2008, the De Anza Academic Senate selected the “course embedded” assessment method to use for SLOs.
- Course embedded assessment is defined as something that “occurs within the regular class or curricular activity” such as “individual questions on exams” or other assignments (SLO Terminology Glossary, ASCCC & RP Group).
- The DA Academic Senate chose this method because it is closely based assignments or activities faculty already use in teaching a course, so information from such assessments would be the most readily applied to enhancing teaching and determining student needs.

Instructions:

- **Task 2 is to be completed only after a department has written SLOs for all of their courses.**
- Select a course that will be taught this quarter (or next). It would be helpful if it were a course everyone in the group is teaching or has taught.
- Select an SLO from that course that your group will focus on for the task of identifying an assessment.
- Continue on to Steps 1 and 2 below.

STEP ONE – Individual Work: Preliminary Reflection (Use Task 2: Worksheet to record your notes)

1. **SLO column** – put the SLO your department is discussing in the first column.
2. **Assignment column** – identify only the most important assignments in that course.
3. **Purpose column** – Once you have identified the assignments, next think about why you wanted students to do them:
 - What are they supposed to get out of doing the work?
 - What skills does that assignment develop?
 - What new abilities, procedures, etc. does the assignment teach them?
4. **Relates to SLO column** – in what ways does your assignment address the Outcome written in the first column? How do the specific activities in that assignment show you whether the student has demonstrated the knowledge, skills, abilities encapsulated in the SLO?

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STEP TWO – Group Dialogue: Identify Assessments

5. **Share your assignments & purposes** – the next step is the fun part, in which you share with your departmental colleagues the assignments you selected to record on the worksheet. Consider, as a group, the following:
 - **What common knowledge / skills / abilities** do the assignments examine?
 - **Which** of those common knowledge/skills/abilities **are the most closely related to the SLO?**
 - **How are they related** (in other words, which specific parts of the assignments relate)?
 - **Why are they related** (what reasons explain why those related parts are a tangible way of showing the outcome)?
6. Now, **review and rank your assignments according to how closely they relate to the SLO.**
Note: If you and your colleagues find that the assignments you most value do not really relate to the SLO, then you may want to reconsider either the assignment or the SLO.
7. Based on the assignments you currently use in your course, consider what assignment (or portion of) best reflects the nature of the student learning outcome(s) in your course. Such assignments would be good possibilities to use to assess the course's SLOs.
8. Facilitated Discussions regarding assessment tools will be held in the future.

Task 2: Worksheet

Goal: to identify one assignment (at least) that can be used to assess an SLO (see detailed instructions above to fill out chart).

Course: _____

SLO	Main assignments / activities for course	Purpose of those assignments or activities	How assignment relates to SLO

Task 2: Worksheet Instructions

Identify Assessments

Instructions: **This form is to be completed only after a department has written SLOs for the course.** Though this form is largely self-explanatory, instructions for each column are listed below, to serve as guidelines.

1. **SLO column** – put the SLO your department is discussing in this first column.
2. **Assignment column** – choose only the top assignments in your courses. In other words, include the assignments that carry the most weight in determining a student's grade, since these are the main assessments you use in your course.
3. **Purpose column** – Once you have chosen assignments, next think about why you want students to do them:
 - What are they supposed to get out of doing the work?
 - What skills does that assignment develop?
 - What new abilities, procedures, etc. does the assignment teach them?
4. **Relates to SLO column** – in what ways does your assignment address the Outcome written in the first column? How do the specific activities in that assignment show you whether the student has learned the knowledge, skills, abilities encapsulated in the SLO?
5. **Share your assignments & purposes** – the next step is the fun part, in which you share with your departmental colleagues the top assignments you selected to record on the worksheet. Consider, as a group, the following:
 - **What common knowledge / skills / abilities** do the assignments examine?
 - **Which** of those common knowledge/skills/abilities **are the most closely related to the SLO?**
 - **How are they related** (in other words, which specific parts of the assignments relate)?
 - **Why are they related** (what reasons explain why those related parts are a tangible way of showing the outcome)?
6. Now, **review and rank your top assignments according to how closely they relate to the SLO.** Choose your assessment accordingly. **Note:** If you and your colleagues find that the assignments you most value do not really relate to the SLO, then you may want to possibly reconsider the SLO.