# STEPS in the COURSE ASSESSMENT PROCESS

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>CLOs</strong>&lt;br&gt;Review the Course Outline of Record (COR) on Kuali: Kuali Curriculum Management System&lt;br&gt;Review the Course Learning Outcomes – CLOs to make sure they still reflect your learning goals for your students.&lt;br&gt;If the CLOs need revision, discuss with your department chair and teaching hui, draft revised CLOs, and submit a Fast Track revision proposal via Kuali.</td>
<td>Lead Faculty in consultation with DC &amp; teaching hui</td>
<td><strong>Before</strong> or at the beginning of the semester</td>
<td>Fast Track revision proposal(s) on Kuali</td>
</tr>
<tr>
<td>2</td>
<td><strong>SUMMATIVE ASSIGNMENT</strong>&lt;br&gt;Develop a CLO-based summative assignment(s) (end-of-term, comprehensive) for your students that will allow them to demonstrate back to you what they’ve learned and can do (content knowledge, skills, behaviors, analyses, etc.).&lt;br&gt;Summative assignments can include one or a combination of types of student work, e.g., exams, reports, papers, performances, presentations, projects, portfolios, etc. <strong>Be creative!</strong> Let your syllabus and teaching style be your guides. The best assignments are those that truly reflect your course and your goals for your students’ learning.&lt;br&gt;If your course has multiple sections and teachers, create guidelines for comparable CLO-aligned summative assignment(s) that all teachers can use when creating their unique section-specific assignment(s).</td>
<td>Lead Faculty &amp; teaching hui</td>
<td>Before or at the beginning of the semester</td>
<td>Include a copy as an attachment to your Initial Assessment Report on Campus Labs</td>
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</table>
**RUBRIC**

Develop a CLO-linked rubric to assess the summative assignment(s).

Useful rubrics have these components:

- **Indicators:** clearly defined areas of knowledge and skills that students should be able to demonstrate by the end of the course. Each Indicator should be linked (aligned) to one or more CLOs.

- **Standards of achievement** with clearly-defined numerical scores for each category.

  *Ex 1: on a 100-point scale*
  - Exceeds = 90 to 100 pts
  - Meets = 75 to 89 pts
  - Partly Meets = 60 to 74 pts
  - Does Not Meet = 0 to 59 pts

  *Ex 2: on a 4-point scale*
  - Exceeds = 4 pts
  - Meets = 3 pts
  - Partly Meets = 2 pts
  - Does Not Meet = 1 pt & 0 pt

- **Descriptors**
  Clear, succinct statements that describe the quality and required components of student work at each achievement level.

  *See model Rubric at the end of this Guide*

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**Assessment PLAN**

Develop your assessment plan, which identifies:

- **Who will be assessing the students’ work,** i.e., the teacher alone (single section course); the teaching hui members only (multiple sections course);
the teacher or teaching hui plus faculty from outside the course; the teacher or teaching hui plus community experts from industry or related disciplines; etc.

- **How you’ll collect students’ work** to be assessed.  
  Single section courses assess all students in the course.  
  Multiple section courses may select a representative statistically-sound sample of students’ work (approx. 30% of student enrollment) chosen randomly from across the student roster.

- **Expectations of student achievement: what percentage of students you expect to score at the “Meet” and/or “Exceed” levels of achievement for each CLO, based on your rubric.**

### 5 TEACH!
Teach your course as normal, following the Course Outline of Record and CLOs.

<table>
<thead>
<tr>
<th>Lead teacher and/or teaching hui</th>
<th>All semester</th>
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</table>

### 6 COLLECT & ASSESS STUDENTS’ WORK
Following your Assessment Plan, collect the students’ work, gather your assessment hui, and score each student “artefact” using your rubric.

**Be positive and make sure the room is comfortable!** Set up conditions for open, honest and fair discussions about the assessors’ evaluations of the students’ work. *Snacks are always appreciated!*

<table>
<thead>
<tr>
<th>Assessment hui</th>
<th>At the end of the course</th>
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<th>Campus Labs OUTCOMES</th>
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<tbody>
<tr>
<td>Campus Labs Resources page</td>
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### 7 ANALYZE YOUR FINDINGS
Discuss the results and analyze what you found. Write up your analyses.

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**REACH OUT if you need help analyzing your results!**

<table>
<thead>
<tr>
<th>Role</th>
<th>Email</th>
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<tbody>
<tr>
<td>Institutional Assessment Coordinator</td>
<td><a href="mailto:reshelad@hawaii.edu">reshelad@hawaii.edu</a></td>
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<tr>
<td>LBRT Dean Melanie Wilson</td>
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<tr>
<td>CTE Dean Jessica Yamamoto</td>
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<td>DC Anne Chung</td>
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<tr>
<td>DC Trina Nahm-Mijo</td>
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</tr>
<tr>
<td>Director Laura Hill</td>
<td><a href="mailto:hill24@hawaii.edu">hill24@hawaii.edu</a></td>
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**ACTION PLAN for IMPROVEMENT**

Develop an action plan to help improve student learning.

Action items can include one or any combination of:

- ✓ new or different teaching strategies;
- ✓ new or different assessment strategies (summative assignments, rubric or assessment plan);
- ✓ revisions to the COR or CLOs to more closely match the course as it currently is taught.
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<tr>
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<th>IMPLEMENT the ACTION PLAN the NEXT TIME the COURSE IS TAUGHT</th>
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<tr>
<td>9</td>
<td>Make sure all teaching faculty, instructors and lecturers, and your DC know and understand what actions they need to take to help improve student learning, based on the findings of the assessment project.</td>
<td>Teaching hui</td>
<td>Next time the course is taught</td>
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<td>10</td>
<td>RE-ASSESS to CLOSE the LOOP (CTL)</td>
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<td>The next time the course is taught, re-assess at the end of the semester using the original plan or revised elements (CLOs, assignments, rubric, etc.) based on your Initial assessment findings and Action Plan.</td>
<td>Lead Faculty &amp; teaching hui</td>
<td>Next time the course is taught</td>
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<td>Follow steps 6 through 9 above during the CTL re-assessment. At Step 8, Action Plan, develop a plan to help improve student learning for the rest of the 5-year cycle.</td>
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<tr>
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<td>Discipline-specific formatting, style, writing mechanics</td>
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<td>Citations (plagiarism)</td>
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**STANDARDS SCALE**

**DESCRIPTORS**