Example 1 –

In the process of mapping assignments to course learning outcomes, I realized that I had taken for granted that my many assignments measured student achievement of all the SLOs at some point along the way. Completing the mapping activity for my HIST 8 course for Fall 2015, however, showed me that assessment of SLOs was not entirely purposeful and at times hit or miss. To ensure that I am assessing students on all course SLOs, I decided to more tightly focus assignments. Readings-based assignments are now designed with the specific aim of assessing students on SLOs 1 and 3. In-class exercises are now designed with the purpose of assessing SLOs 2 and 5.

Example 2 –

The HIST 8 Portfolio Project aims to assess student achievement of SLO 4: find, study, evaluate, and interpret primary and secondary sources, synthesize information, and compose arguments grounded in knowledge of the past. I divided the Project into 4 separate components, each targeting a different aspect of this learning outcome. The class average was noticeably lower on the Project component that dealt with finding and analyzing secondary sources on the Internet. Despite the guidelines provided, students struggled in their efforts to identify websites as credible or not. I need to work more with this going forward.