

## Instructor Course Assessment Tool - EXAMPLES

Course Learning Outcome	Program Outcome /Accreditation Standard	Instructional Activity to Support Learning	Assessment to Evaluate Student Performance/Achievement	Results of Assessment	Use of Results to Improve Teaching and Learning
<p><i>Example #1 provided by Andrew Wolf, School of Nursing</i></p> <p>Apply evidence from clinical guidelines, texts, and databases to guide clinical decision-making.</p>	<p>Knowledge of Practice: Synthesizes established and evolving scientific knowledge from diverse sources and contributes to the generation, translation, and dissemination of health care knowledge and practices.</p>	<p>Simulation in the classroom. We moved all lectures online and used face-to-face class time for standardized patient simulated patient interviews, and all students got to practice with assessment, formulating a plan, and presenting a case. Emphasis was on clinical decision-making informed by evidence.</p>	<p>1. SOAP Note assignments: Students completed 2 SOAP Note assignments with rubrics emphasizing clinical decision-making. There was one rubric item focused on clinical decision-making, and another on application of evidence. Scoring was on a 0 - 4-point development rubric, and the target score was 2 (Developing), since this is the first clinical course.</p> <p>2. Student satisfaction with the course &gt;4/5, and qualitative responses suggesting students found the standardized patient class activities valuable, and express confidence in their developing competency in applying evidence to support decisions.</p>	<p>1. SOAP Note assignments: Students scored a mean of 2.5 on the clinical decision-making rubric item, and 2.2 on the application of evidence, suggesting the average student surpassed expectations for this course. Only 2 (of 46) students scored below a 2.</p> <p>2. Survey responses showed that the majority of students agreed or strongly agreed that they were satisfied with the course, scoring 4.76/5 on a Likert scale.</p>	<p>Assessment results suggest that the teaching methods met goals for teaching students to apply evidence to support clinical decision-making. Will continue with these teaching methods in future courses. Goal for next year is to get all students scoring &gt;2. Will consider requiring students receiving &lt;2 on the first SOAP note to submit a draft for feedback for the 2<sup>nd</sup> SOAP note.</p>

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<p><i>Example #2 provided by Andrew Wolf, School of Nursing</i></p> <p>Articulate a logical, concise, and coherent line of reasoning based on a focus of interest.</p>	<p>Knowledge of Practice: Synthesizes established and evolving scientific knowledge from diverse sources and contributes to the generation, translation, and dissemination of health care knowledge and practices.</p>	<p>Students prepare for writing by first creating a literature matrix with at least six peer-reviewed sources and a summary of the data and a synthesis of 3 themes. Faculty provide detailed feedback to ensure effective summary and synthesis.</p>	<p>All students will receive a passing grade on the literature matrix assignment, after revision (if needed). All students will receive a score of &gt;3/4 on rubric item related to synthesis of evidence on final paper.</p>	<p>Students were able to pass the lit matrix assignment, but most needed to submit a revision. All students received &gt;3 of 4 on rubric synthesis rubric item. However, students struggled with this on all drafts more than in prior semesters.</p>	<p>Recommend that return to using the analytic summary assignment first prior to the literature matrix, so students can summarize one article before being asked to summarize and synthesize 6.</p>
<p><i>Example #3 provided by Josephine C. Seddon, AS&amp;E (with thanks to AME)</i></p> <p>Students will be able to predict the steady state and transient response of single degree of freedom oscillating systems subject to various initial conditions.</p>	<p>Identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.</p>	<p>Problem sets solved both independently and as a part of a team in class and as part of weekly homework assignments.</p>	<ol style="list-style-type: none"> <li>1) Homework sets</li> <li>2) In-class quizzes</li> </ol>	<p>Over 90% of students were able to 1) engage problem solving skills to complete homework assignments with proficiency, and 2) demonstrate proficiency in completing the quizzes.</p>	<p>Continue with current strategies that include additional support for the students experiencing some difficulty with problem solving (i.e. office hours, peer-mentoring, tutoring). Also, explore options for additional (labs/visualizations/etc.) to support greater contextualization of the engineering, science and mathematics principles required to support problem solving.</p>

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<p><i>Example #4 provided by Josephine C. Seddon, AS&amp;E (with thanks to WSAP)</i></p> <p>Students will be able to plan, draft and revise their writing, critique each other's work, assess their own writing, and participate in small group sessions to support writing and the writing process.</p>	<p>Communicate effectively with a range of audiences in written format.</p>	<p>Use of the “writing process” that includes multiple stages (prewriting, drafting, revising, editing, and publishing) and encourages individual and peer reviews for feedback.</p>	<p>Observation/documenting of student use of the writing process. Criteria-based assessment of final written product using AAC&amp;U Written Communication Rubric for reference.</p>	<p>Students were at various points in the development of written communication skills. Over 85% of students demonstrated proficiency.</p>	<p>Continue using the writing process incorporating individual reflection, peer feedback, and instructor feedback. Continue to have exemplars and criteria available at start of course for student reference.</p>