



## Instructions

The purpose of the Mode Assessment Report is to facilitate the evaluation and improvement of student learning in a Modes of Inquiry course.

Every Modes of Inquiry course addresses two sets of learning goals. Instructors and Departments set course goals that reflect their particular disciplines; CAS sets mode goals that reflect general education across a range of intellectual traditions. Mode assessment involves aligning both types of goals with student work and other measures, evaluating the outcomes, and recommending actions to improve learning.

Please follow these instructions to complete the report. Simply begin typing in a box, and it will expand to accommodate your entry.

Under “Course Information,” enter the requested details for the mode course being assessed.

The “Mode Goals” are adapted from the current Modes of Inquiry descriptions in the Undergraduate Course Catalog. For the sake of consistency their language is largely preserved here, but they have been worded more actively, and labeled (M1, M2, etc.) for alignment with specific methods of assessment. Admittedly, this approach reveals shortcomings in the mode descriptions. In some cases they do not lend themselves to clear expression in student-learning terms. Ideally they will be revised in the future, based on assessment outcomes and curricular developments. For now, however, we have decided to work with them as they were originally conceived.

Under “Course Goals,” enter the learning goals for the course being assessed. They could be adapted from the syllabus, catalog description, or the Department’s published assessment plan. They could range from general aspirations about what students will learn, to specific knowledge and skills that they are expected to acquire. Like the mode goals, the course goals are labeled (C1, C2, etc.) for alignment with specific methods of assessment.

The “Assessment of Learning” table has a separate row for each assessment method applied to this course, the goals that it addressed, the outcome that was observed, and any actions that were recommended on that basis.

Under “assessment,” start a new row for each assignment, exam, journal, portfolio, survey, placement rate, or other measure that was evaluated as evidence of student learning. Explain the method briefly. For example, what rubric was used to score students’ work, or what survey questions were they asked, or what statistics were compiled to track their performance?

Under “goals,” enter the labels (M1, C2, etc.) of the mode and course goals that are aligned with each method of assessment. A given assessment method can address one or more goals of either type, or a combination of them. It is not necessary for every mode goal or course goal to appear in the assessment table. In fact, it can be useful to focus assessment efforts on certain goals and not others. After all, this course might not even address some of the associated mode goals, and some of the course goals might be intended as general aspirations instead of measurable outcomes.

Under “outcomes,” summarize the results of each assessment method. For example, how did the exam scores compare with those from previous years? What did the survey responses suggest about the fulfillment of learning goals? Did the evaluation of student work reveal successful skill acquisition?

Under “actions,” summarize the recommendations for improving student learning that were inspired by each assessment method. For example, assessment could support additional class time for covering a certain subject, or a new project for developing a particular skill. When a course is being assessed for the first time, a reasonable action might be to “continue collecting data.” If assessment reveals the successful fulfillment of a learning goal, it might be justifiable to “continue doing what works.” On the other hand, there are always opportunities to improve student learning.

Finally, please include other relevant observations and ideas in the “Comments” section. In addition to comments about the course, assessment methods, and evidence of student learning, feel free to include feedback about the report form itself.