**Student #1**

Exams 95

Presentation 68

Participation 55

Homework 100

**TOTAL 82.75**

**Student #2**

Exams 70

Presentation 95

Participation 100

Homework 90

**TOTAL 82.75**

**COURSE REQUIREMENTS**

**Exams 50%**

**Presentation 15%**

**Participation 25%**

**Homework 10%**

**We’ve been talking about it forever but really, what is it?**

“Assessment is the dynamic and flexible process of gathering, analyzing, and reflecting on relevant evidence as a means to demonstrate effectiveness and identify improvement opportunities for some explicit set of goals, objectives, and outcomes.” *(Centre for Educational Research and Innovation)*

**Or in plain talk . . .**

. . . assessment is measuring to see if our students actually know what we say they should know. And looking for ways to improve learning if they do not.

**And one more time, we give grades, why isn’t that enough?**

*Grades measure knowledge (sometimes), skills (sometimes), and*

*compliance with course requirements (always).*

Both students earned the same overall grade in the course but did both students learn the same amount or the same things? Assessment evidence digs down into the weeds to identify the specific things students have or have not learned – this level of information can drive improvement by allowing us to make changes that can enhance learning.

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**Gary Grudnitski**

**Januj Juneja**

**Xialu (Charlotte) Liu**

**Nik Varaiya**

**John Putman**

**Congcong Zheng**

Program Assessment Committee

(PAC)

FCB ASSESSMENT NEWS

*Fall 2018*

**The Assessment Process *(Continuous Improvement Through Assessment)***

1. **So, do they know it? *(Findings)***
2. **Now what do we do? *(Making improvements/Loop Closing)***
3. **What should students know when we’re finished with them? *(Establishing learning outcomes)***
4. **How do we know if they know it? *(Measurement & Data Collection)***