Assessments and Outcomes

Maj. Joshua Smith
Objectives

1. Examine fundamentals of student assessments and course objective assessments
2. Analyze types of assessments and methods for gaining course feedback
3. Identify relationship between faculty development, conducting assessments and gathering course feedback
What are all the reasons a student could fail an exam?
Outcomes

Clearly communicated
Progressive
Sequential
Meet operational need
In context
At Echelon
Army Learning Areas (ALAs) & General Learning Outcomes (GLOs)

ALAs
GLOs
TLOs
ELOs
Tasks

“BIG Army”
Schools & COEs

Very broad
Very specific
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Students</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td><strong>what</strong></td>
<td><strong>how</strong></td>
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<td>Quantitative</td>
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<td>Students</td>
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<tr>
<td>Valid</td>
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<td>Instructors</td>
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</tbody>
</table>

**Course**

**what**
- Scores
- At level
- In context
- Questionnaires
- Students
- Instructors
- Leaders
The Accountable Instructional System

- Instructor Preparation
- Lesson Conduct (Departments)
- CGSOC Workshops (Faculty & Staff Development)

Program Evaluation

ANALYSIS

IMPLEMENTATION

EVALUATION

DESIGN

DEVELOPMENT

Post-Instructional Conference (PIC)

Academic Guidance from College Leadership

Course Design Review (CDR)

Feedback from evaluation tools

Feedback from evaluation tools
Program Evaluation Considerations

Does your institution...

- have a purpose and learning philosophy
- measure if the program is working
- assess performance of curriculum developers and faculty
Aligning Program Evaluation

Does your institution measure...

- curriculum/content quality and appropriateness
- faculty performance
- learning
- learning transfer
- customer satisfaction
Questions