

Multiple Methods for Assessing Student Learning in the Four Spheres (Compiled by Gettysburg College Office of Institutional Analysis, Fall 2005)

Assessing Student Learning within the Sphere of.....	Major assessment methods to: Understand student pre-college/entering characteristics and needs, monitor learning environments and processes, and measure the degree of attainment of learning outcomes
Individual courses offered by faculty	<ul style="list-style-type: none"> • Pre-tests/Placement exams • Faculty evaluation of student performance on assignments, tests, exams, term papers, oral presentations, group or individual projects, and other classroom assessment based on criteria closely related to specific course learning goals • Course evaluations by students (periodic or end-of-semester, e. g., quality of course materials) • Faculty peer observation and evaluation of teaching methods and content • Other: Please explain:
Majors and minors offered by academic departments and programs	<ul style="list-style-type: none"> • Review of learning objectives articulated by each department/program for its major/minor (e. g., in self-study documents) • Faculty evaluation of student performance in culminating senior projects (capstone course/seminar, defense/presentation, project, comprehensive exam, recital performance, etc) • Pass rates or scores on certification (e. g., for elementary and secondary teacher certification) or subject area standardized tests • Department/program self-study & external review (seven-year cycle; four to five departments/programs each year) • Student self-assessment collected through institutional surveys [Break-down analysis by major] and/or departmental surveys • Faculty evaluation of student performance in Learning-Oriented Sequence courses and Writing for the Discipline courses offered by departments • Proportion of graduating seniors in a major having secured employment (e. g., within one year of graduation) • Proportion of graduating seniors in a major accepted into graduate/professional school (e. g., at the point of graduation) • Alumni surveys • Interviews/focus groups with graduating seniors/alumni in a major • Internship supervisor/employer feedback (for graduates in a major) • Professional organization review of a department/program • Other: Please explain
The baccalaureate degree, esp. general education (The Gettysburg Curriculum), including the specific graduation requirements	<ul style="list-style-type: none"> • Faculty evaluation of culminating senior experience (capstone course/seminar, thesis, defense/presentation, project, comprehensive exam, recital/performance, etc) in every major • COLA review of MI (Multiple Inquiries), IT (Integrative Thinking), and STS (Science, Technology, & Society)- and Diversity-designated course syllabi to determine the presence of course learning goals aligned with general education overarching Goals of The Gettysburg Curriculum • COLA review of student work to determine the attainment of overarching Goals • COLA review of capstone projects in each major to determine the attainment of the IT Goal • COLA review of the curricular dimensions of department/program self-studies and external reviews • Language placement exams and language proficiency tests • Study of the impact of study abroad experience and service-learning experience • Retention and graduation studies at the College level • Student self-assessments and opinions collected through benchmark surveys (e. g., HEDS Senior Survey) • Proportion of a graduating class having secured employment (e. g., within one year of graduation) • Proportion of a graduating class accepted into graduate/professional school (e. g., at the point of graduation) • Alumni surveys • Interviews/focus groups with graduating seniors/alumni • Internship supervisor/employer feedback (for graduates in a major) • Standardized (Nationally normed) tests of writing, reading, math, science, critical thinking, and other general education outcomes, e. g., Collegiate Learning Assessment (or CLA, developed by Council for Aid to Education), Academic Profile/ Measure of Academic Proficiency and Progress (MAPP, developed by College Board and ETS), Collegiate Assessment of Academic Proficiency (CAAP, developed by ACT) • Other: Please explain