



## Teaching and Learning Assessment Question & Planning

Use this document as a tool and first draft for your SAM assessment *plan cycle* submission. After completing this worksheet, you will have provided all the information needed for an academic assessment plan (*SLO statement, Measure, and Performance Target*).

1. I want to know the following about my students' learning:
  - Be sure you know why you're doing this.
  - Do you expect to find any surprises?

2. Effective research on teaching makes use of data and other gathered information in constructive ways, such as:

- Development of new courses/modules
- Curriculum mapping
- Rubric revision
- Curricular revisions
- Faculty development, etc.

### **Things that do not qualify:**

- Sending students to tutoring labs or writing centers
- Hiring consultants to change student behavior
- "Continuing to monitor" without thoughtful reflection and actionable next steps

I will use the information I gather to:

3. My program will use the information I gather to:
4. Which [program outcome/GenEd outcome](#) is this question most closely related to?
5. Taking all of the above into consideration, how would you update your assessment question into an SLO? <https://www.usf.edu/atle/teaching/curriculum-design.aspx>



6. Course(s) in which the assessment will take place: \_\_\_\_\_

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7. Description of assessment tool:

*Think through what you are already doing in the program or course – can current assignments be modified or incorporated?*

- Current course activity or assignment:
- Course-embedded assessment
- Culminating assignment
- In-class survey
- Performance review
- Portfolio
- Pre-test/Post-test
- Rubric evaluation
- Standardized instrument

Depending on your assessment tool (i.e. the means to measure what you intend to measure), you may need to use a rubric, address [inter-rater reliability](#), etc. If so, follow these guidelines from the [Assessment Resources site](#). A [glossary](#) is also available on the site.

8. Activities (which may include assignments and graded events) in which SLO(s) may be assessed at the course or program level:

9. By this point, you have completed the work to draft an SLO statement and method of assessment, so the final piece of *the assessment plan* is the performance target. What baseline target would you set to identify whether students are learning at a certain level (common targets are 70%, 75%, etc.)?

**For questions about the SAM assessment and SACSCOC requirements, contact Institutional Effectiveness. If you're seeking help with questions about effective assessment practices, please connect with an ATLE Learning & Development Facilitator at [atle@usf.edu](mailto:atle@usf.edu) or (813) 974-1841.**