

How-to Create and Submit a Quarterly Assessment

Step 1: Open the [Assessment Tool](#)

Step 2: Create a new assessment: You have two options to get started. If you are assessing a course learning outcome for the very first time, you should create a new assessment (Option 1). If you are assessing an outcome you have assessed before, you should add this quarter's assessment to a previous submission (Option 2).

Option 1: Create a new assessment by clicking on the green plus sign at the top of the page.



Then, select a course and ONE outcome to assess Not sure what to assess? See this [link](#) to see the last time a course and/or an outcome was assessed. Keep the “individual” assessment button selected. Then, select “Create Assessment”.

Click on "Create Assessment" button to Save

Course ⓘ

1. Select a course

Outcome to assess ⓘ

Identify, draw, and name functional groups of common organic molecules. **2. Select one outcome to assess**

Accurately predict physical properties of common organic molecules.

Accurately predict the chemical reactivity and products of common organic molecules.

Identify chiral objects, molecules, and carbon atoms.

Recognize, draw, and classify common biomolecules and their building blocks.

Describe the formation and reactions of common biomolecules.

Describe how common biomolecules function in the human body.

Employ common practices in the organic chemistry laboratory.

Explain reasons for effectiveness or ineffectiveness of experiments in the organic chemistry laboratory.

Is this an "Individual" assessment for your course or is it a "Core Competency" assessment for the department? ⓘ

Individual Department-wide Core Competency **3. Select "individual"**

Quarterly Assessment Data ⓘ

* You must click on the "Create Assessment" button to save this assessment and be able to add quarterly data.

4. Click "Create Assessment"!

Note- if the correct outcomes for a course are not found, please email assessment@highline.edu so we can fix it! In the meantime, select one of the outcomes that is present and note the actual outcome you are assessing in the first prompt.

Option 2: Add this quarter's assessment to a previous assessment by finding the course learning outcome that you want to assess.

My Assessments

Create a new assessment

Course	Course Outcome	Instructor	Assessments	Submitted	Reviewed	Created	Latest
CHEM& 131	Accurately predict the chemical reactivity and products of common organic molecules.	Aaron Moehlig	F 19, F 20	2	0	2019-10-16	2021-01-13

1. Find the correct outcome
2. Click Here!

Individual Assessment for CHEM& 131

Outcome to assess

Accurately predict the chemical reactivity and products of common organic molecules.

Assessment type

Individual Department-wide Core Competency

Quarterly Assessment Data

Add a new quarterly assessment.

3. Click "Add a new quarterly assessment"

Quarter	Instructor	Assessment Name	Sections	Viewable	Status	Date
Fall 2020	Aaron Moehlig	Reactions Taught Virtually	2 (6182, 6184)	Campus	Submitted	2021-01-13
Fall 2019	Aaron Moehlig	Reactions with Videos	2 (6196, 6198)	Campus	Submitted	2021-01-13

2 assessments

Created by
Aaron Moehlig
October 16, 2019

Step 3: Name your assessment, select the quarter, and respond to the first two prompts. Want to see examples of awesome assessment tool submissions from your Highline Colleagues? Check out our [featured assessments!](#)

Quarterly Assessment Data for CHEM& 131

Assessment name

Reactions- back in person

1. Give your assessment a name

Outcome to assess

Accurately predict the chemical reactivity and products of common organic molecules.

Quarter

Spring 2022

2. Select the quarter

Briefly describe the instructional approach used to help students learn the course outcome based on the following components:

1. Instructional approach (What lessons, activities, experiences are you using?)
2. Scaffolding (How did you "chunk" or break down the information? Formative to summative work?)
3. Equitable/inclusive/culturally responsive instruction/valuing what students already know, empowering students to demonstrate knowledge in multiple ways, using trauma informed teaching practices, etc.)

3. Respond to each part of the prompts. Click on the question marks for a more detailed explanation and examples

View 2 related teaching methods

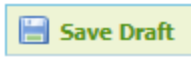
Briefly describe the assessment method you used:

1. What type of assessment was used to measure whether students met the outcome (e.g. quiz, test, paper, survey, practicum, etc.)?
2. What level of mastery tells you that the student met this learning outcome (80% or higher, or achieved a qualitative standard on the grading rubric, or...)

View 2 related assessment methods

The “level of mastery” can be anything that you choose. For example, it could be a score that correlates with a 2.0 GPA because that is what SBCTC considers a “passing” grade. It could be a certain level on a rubric. Or, it could be something else for you; it is encouraged to briefly mention why that level was chosen when responding to the second prompt.

If you are doing this part prior to collecting data, now is a good time to save the assessment by clicking “Save Draft” at the very bottom of the page.



Step 4: Once you have established your level of mastery and implemented your assessment you should record the results for each section of your class.

How many students met the outcome? How many did not?


Sections to assess - no section history	Outcome Met	Not Met	Percent Met
<input checked="" type="checkbox"/> BL2-WE (8081) TH 7:00: am	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> A1-WE (8076) 9:00: am	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> AL1-WE (8077) TH 9:00: am	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> B2-WE (8078) 9:00: am	<input type="text"/>	<input type="text"/>	<input type="text"/>

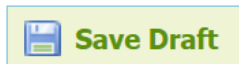
These results will NOT be used for any sort of evaluation (tenure, promotion, column advancement, etc.)! These are just used to help you reflect on your instructional approach.

Step 5: Respond to the remaining prompt and add any notes for yourself. Click on the question marks for useful tips to think about and potential questions to respond to.

Step 6: Select if you’d like your assessment to be viewable by the entire campus community or just your department. Then, save and submit your assessment for review. Faculty who are submitting for the first time will have their submissions reviewed by a member of the assessment committee. After the that, submissions should be reviewed by the department.

Viewable by 

Campus community 



Helpful suggestions:

- Keep in mind that your submission does not have to be an overly detailed account of your teaching practices, assessment methods and results - this is simply documentation to share what you have learned from teaching and developing the section for a current class you are teaching. We want to know that you are continuing to work towards improving student learning.