

Possible methods of evaluation for multiple section courses: *

The goal of multi-section assessment is for faculty and program administration to identify and address strengths and weaknesses in course realization. In general in assessment, students' and instructors' names are removed from items.

Indicators include:

- Grade distribution (by entrance score, by major, by gender)
 - By course
 - By section
 - By exam (or embedded common questions if the exams, projects, papers, portfolios are not exact)
- Diagnostic (with established rubric) – exam, essay, question, etc.
 - Entrance
 - Exit
- Portfolio (with established rubric) – generally including syllabi, course-based student learning outcomes, examples of student work)
 - By section
 - Across sections
- End of course reflections
 - Student
 - Faculty
- Student course evaluation
 - Forms
 - Focus Groups
- Surveys

When assessing multiple-section courses, faculty and program administration should review the consistency of student-learning outcomes, assignments and assessment methods, and assessment tools across sections. In addition, a syllabus review should be conducted by the program chair to ensure that each section addresses each essential items (student-learning outcomes, assessment methods, content) without prescribing the specific teaching methods.

When multiple section courses are being designed or discussed, **signature assignments** are often embedded in the course. Signature assignments are graded or ungraded assignments used specifically for course-level or program level assessment. Signature assignments build consistency across sections. They are aligned with student learning outcomes and are typically designed collaboratively by instructors.

* There is not one defined method for assessing multiple section courses. Assessment methods, tools and data should be discussed by faculty and program administration. Data should provide faculty and program administration with information about course strengths and weaknesses and be used to assess obtainment of student learning outcomes across sections of a course.