Course Evaluation Form	
Course Code and Title:	
Offering Semester:	
Year:	

Evaluated by _____ Date _____

Evaluated by _____ Date _____

1. Syllabus contains Course Learning Outcomes (four to five) consistent with the course learning outcomes of the ABET syllabus	Yes?
Otherwise, comment:	

2. Learning Outcomes are performance-based and stated using appropriate levels of Bloom's Taxonomy	Yes?
Otherwise, comment:	

3. Assessment Report: The performance expectation is consistent with departmental expectations.	Yes?
Otherwise, comment:	

4. Range of CLO achievement in the course (e.g. CLO 1 85% achieved; CLO 2 30% achieved…): • Lowest: _____ Highest: _____
If more than 15%, comment for justification:

5. There is an Improvement Plan suggested for upcoming semesters.	Yes?
Otherwise, comment:	

6. There is evidence of the Implementation of improvement plan from previous semesters and its impact.	Yes?
Otherwise, comment:	

7. The course folder contains three samples of all graded student work: above average; average; and below average.	Yes?
8. Are the samples provided sufficient to demonstrate outcome achievement per the following? a. Appropriate number included (low, med, high for each outcome) **Y / N** b. Samples clearly align to the outcome/method for assessment **Y / N**	
Otherwise, comment:	

Cognitive Levels, Terms and Assessment Task
Gloria Rogers with Susan Hatfield
"Fundamentals of Program Assessment"
ABET, Inc.

Learning levels	Level Indicators	Assessment Task
Knowledge	Define Describe Label Recite Select State Write Identify	**Remembering previous learned information:** -Complete multiple choice -Fill in the blank -Provide oral response -Complete true/false -Develop a list -Choose among alternatives (could be a list)
Comprehension	Match Paraphrase Restate Illustrate Compare Predict Defend Explain	**Grasping the meaning of information previously presented:** -Give an analogy -Create an outline -Summarize in own words -Create a concept map -Draw a diagram -Graph the answer -Match term with a definition
Application	Apply Change Make Model Show Calculate Examine Solve Use	**Using principle/formula/processes previously learned:** -Compute an answer -Solve a problem similar to previous problems -Solve a problem in a new setting -Create a model -Write an essay that requires the use of the concepts/processes learned -Use theory or principle to explain an event or phenomena
Analysis	Analyze Compare/contrast Differentiate Categorize Distinguish Relate	**Breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized:** -Deconstruct a model -Identify differences -Group like items together -Identify what is missing -Identify cause and effect -Perform a SWOT analysis -Discuss an event/ perspective from multiple perspectives -Present the potential impact resulting from a decision or choice
Evaluation	Evaluate Select Recommend Rank Critique Judge Assess	**Making judgments based on internal evidence or external criteria:** -Choose best among options and defend your choice -Rank from best to worse using establish criteria -Develop criteria for judgment and apply to a solution -Recommend and defend choice for action -Present the pros and cons of an approach -Determine the degree of success or failure of an action or event
Create	Make Generate Build Form Construct Design Fashion Produce	**Making or producing something based on previously learned information and processes:** -Create an end-of program capstone project -Complete a summative class project -Write a summative paper in a course -Write an end-of program thesis -Write an end-of program dissertation -Design an original approach to a situation or problem -Write a short story, poem, play -Use a form of artistic expression to respond to an exigence -Develop a curriculum that integrates multiple disciplines -Conduct independent research