

3. The Cabrillo Model for Course-Based Assessment¹

The third model for doing course-based assessment is one inspired by Cabrillo College and developed there by Marcy Alan Craig and her colleagues. Although Dr. Flick modifies her model, she (and Cabrillo) still deserves credit for its foundational aspects.

Imagine yourself an instructor of a single class (or even a single section of a class) in which collaboration is impossible or undesirable. Having defined the SLOs for the course (or with previously defined SLOs in mind), you

- a.) choose a particular SLO to assess (some colleges will ask that all instructors focus on a particular institutional outcome, like critical thinking);
- b.) choose (or develop) a major assignment for the course that enables students to demonstrate their achievement of that SLO;
- c.) develop a rubric that enables you to measure student achievement of the outcome (if the assignment can be evaluated in purely objective terms, as is the case with multiple choice exams, you may not need a rubric; simply map particular questions to particular parts of the SLO);
- d.) assess the assignment against the rubric; analyze results; and consider the implications of the data for your teaching of the course.

Benefits:

This should take much less than 8 hours even including writing a summary report with a particular focus on what has been learned that might help improve teaching and learning in the course.

Further variations of this model are nearly endless (e.g., some instructors will want to look at more than one SLO; some might choose to collaborate, etc.), but instructors who employ it should ensure that the effort goes consistently toward documenting and improving learning.

¹ Flick, A. (2007). "Non-collaborative, single course outcomes assessment"