



Example: Apply Janis's theory of groupthink to explain why leaders of political parties sometimes put forward candidates to run for office who, because of their extreme views, have little chance of winning (Sternberg, 2004, p. 117-118).

Alternatives to multiple-choice tests may be to have students demonstrate their abilities by conducting research and writing a report, developing a character analysis, conducting a debate, or dramatization/role play.

2. Efficient use of class time.

Consideration should also be given as to whether assessments should include in



effort. In large sections, that might mean giving a machine-graded test to assess a key outcome for all students. It may also mean selecting a sample of students from the larger section so that individual work samples may be qualitatively assessed.

They are *unobtrusive*. Assessment activities should fit naturally into the course and do not interrupt the normal flow of activities. Ideally, they are part of the current schedule of course assignments.

They are *typical*. If instructors who teach the course are not already using the activity, then they can easily incorporate it into their syllabus.

4. Long-term logistical issues.

Since General Education assessment will be on-going, assessment activities should yield information that is easy to store, easy to retrieve, and easy to assess (by the instructor as well as by a separate departmental assessment committee).

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3. If sampling is being conducted, are you sampling by section or by student?
4. If sampling, how many students / sections are statistically “representative”?
5. What principle will be used to select samples?
6. When using subjective assessments, who will assess the work samples?
7. When using objective assessments, how will responses to the specific questions be isolated and collected?
8. How often will assessment occur? Will the assessment be conducted only once (e.g. as part of the final exam) or will assessment be reoccurring (e.g. as embedded test questions)?

Section I: Review & Analysis of Findings

Develop a plan to review and analyze findings. Whether you use objective questions or representative work samples, the work needs to be reviewed and analyzed by a group of departmental members in light of the criterion for aggregate student performance (Section G).

