

## Cross-Over Assessment

COA strongly suggests the development of assessment tools that evaluate multiple outcomes.

### Examples of Cross-Over Assessment

Examples extracted from assessments completed in the last cycle of assessment, except for AUO which is not drawn from an existing Administrative Unit.

Assessment	Maps to:		
	CLO	PLO	ILO
<p><b>Instruction:</b></p> <p><i>Dramatic Arts</i></p> <p>Four short essays written throughout the semester that address issues of culture and politics in studied plays.</p> <p><i>Statistics</i></p> <p>A portfolio of exercises:</p> <ol style="list-style-type: none"> <li>1. Identify the appropriate hypothesis test for a given situation.</li> <li>2. Conduct the hypothesis test.</li> <li>3. Communicate in words the results.</li> </ol>	<p>Students should</p> <ul style="list-style-type: none"> <li>• Be able to recognize and to articulate central ideas and dominant themes present in performing arts mediums.</li> <li>• Be able to articulate informed responses to the messages and ideas communicated in a given play or performance</li> </ul> <ul style="list-style-type: none"> <li>• Identify the Appropriate Hypothesis Test</li> <li>• Utilize the correct procedure for conducting the test</li> <li>• State a Statistical Conclusion</li> </ul>	<p>Students should :</p> <ul style="list-style-type: none"> <li>• Expand their knowledge of the world &amp; society through the drama.</li> <li>• Understand plays and performance in terms of the questions they pose about themselves and their world.</li> <li>• Incorporate the lessons learned through Dramatic Arts classes into their own lives, in whatever capacity it serves them.</li> </ul> <ul style="list-style-type: none"> <li>• Mathematical Problem Solving</li> <li>• Interrelatedness of concepts</li> <li>• Communication and reasoning</li> <li>• Tools and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Professional and Ethical Behavior</li> </ul> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Professional and Ethical Behavior</li> <li>• Information Literacy</li> </ul>
<b>Student Service Areas</b>	<b>SSO</b>	<b>SSPO</b>	<b>ILO</b>
<p><i>Financial Aid</i></p> <p>Students will complete a brief survey during the Financial Aid Information Fair</p>	<p>Students will demonstrate basic knowledge of financial aid principles, rules, and regulations.</p>		<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Professional and Ethical Behavior</li> </ul>
<i>EOPS</i>			
<p>Aggregate data will be collected on all first-semester students who meet with a counselor and develop an educational plan.</p>		<p>Students will be able to understand and to navigate the transfer process.</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Communication</li> </ul>
<p>A mid-semester questionnaire will be distributed that ask students to reflect on their academic progress.</p>		<p>Students will demonstrate personal responsibility in their academic decisions.</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Professional and Ethical Behavior</li> </ul>
<b>Administrative Unit</b>		<b>AUO</b>	<b>ILO</b>
<p>A survey administered to faculty and staff in an instructional school to identify successful forms of communication and identify workshops and events of interest to faculty and staff.</p>		<ul style="list-style-type: none"> <li>• Increase communication between the instructional school staff, faculty and staff.</li> <li>• Increase communication between administrator and faculty and staff.</li> <li>• Increase participation in instructional school events.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Professional and Ethical Behavior</li> </ul>