

CRITERIA & GUIDELINES FOR A WELL-DEVELOPED PROGRAM ASSESSMENT REPORT

SECTION I

Outcome(s) Examined & Learning Question	Data/Evidence	Evaluation Process	Results & Reflection	Recommendations & Planning
<p>Identify one or more observable, measurable program student learning outcome statements (of what a student is expected to know or be able to do at the conclusion of a program) that were assessed during <i>the current 2-year</i> reporting period. Responds to these questions:</p> <ul style="list-style-type: none"> <li>Which <b>outcome(s)</b> was assessed during <i>this</i> reporting 2-year period?</li> <li>What was the learning/research question linked to the outcome(s) examined?</li> </ul> <hr/> <p><a href="#">Student learning outcome statements (SLO)</a> are clear, concise statements that specify how students will demonstrate what they will know, or will be able to do, upon completion of a program. The statements should reflect the highest levels of skill required by the course(s) in the program. Alignment of critical program outcomes within appropriate courses is essential for a cohesive program. SLO's should include action verbs, which make the outcomes measurable. Examples of action verbs can be found in <a href="#">Bloom's Taxonomy</a>.</p>	<ul style="list-style-type: none"> <li>Identify the data/evidence* (student work), other than grades**, used to determine whether students achieved stated learning outcome(s).</li> <li>Describe the type of artifact and sampling procedure, including the population to whom the results are generalized.</li> <li>Use of <b><i>direct evidence is required and use of indirect evidence is optional</i></b>. Mixed methods, or using both sources of evidence, may enhance the assessment process.</li> </ul> <hr/> <p><i>Sampling procedure includes the number of students sampled, during which semesters, where in the curriculum the outcome was assessed (e.g., in the course(s), section(s), or a program requirement), and a description of the population to whom the results are generalized.</i></p> <p><i>Both data-collection sources are important, but indirect evidence is not sufficient alone. The goal is to select methods that provide meaningful information.</i></p> <p><b>Direct evidence*** or indicators of student learning:</b> <i>Reveals what students know in the form of a product; can include student work such as research projects, embedded questions on assignments or exams across sections, presentations, thesis or dissertation proposals and defenses, practicums, capstone projects, portfolio review.</i></p> <p><b>Indirect evidence*** or indicators of student learning:</b> <i>Reveals perception, opinion; can include student/alumni surveys, focus groups, supervisor surveys, employer surveys, focus groups, and self-reflections.</i></p> <p>*Some sources of evidence can often be found in the <a href="#">curriculum map</a>, which links program requirements to outcomes.</p> <p>** Grades in courses or on exams are not typically sufficient</p>	<p>Identify the method(s) or process(es) used to evaluate student work, including the evaluation tool/instrument (e.g., rubric), expected level of student achievement, who applied the evaluation tool, who interpreted the results, and who will use the results.</p> <hr/> <p><i>Methods selected to evaluate evidence should provide an appropriate and thorough examination of student learning outcomes. For example, a detailed scoring <a href="#">rubric</a> with criteria that differentiates levels of achievement can be developed and used to score student work (e.g., essays, portfolios, oral exams, performances, etc.).</i></p>	<p>Examine quantitative results, including comparison of expected levels of achievement to actual levels of achievement, patterns of strengths, weaknesses, and reflections and conclusions.</p> <p>Examine qualitative results as they inform or affect the overall results and include reflections.</p> <hr/> <p><i>Results should thoroughly address the learning outcome(s) assessed and are reported in such a way that they can be understood by persons outside the content area.</i></p> <p><i>When quantitative data are part of the evidence, the full results (e.g., in tables) are provided.</i></p> <p><i>Appropriate visual aids (e.g., graphs) are used to demonstrate expected levels of achievement to actual</i></p>	<p>Demonstrate how assessment results will be used to contribute to program improvement and enhance student learning:</p> <ul style="list-style-type: none"> <li>address whether the results will be/have been used in decision-making and planning</li> <li>summarize findings and recommendations for change based on these results (e.g., pedagogy, curricular revisions, assessment process)</li> <li>suggest a timeframe for implementing change</li> <li>suggest a timeframe for measuring the impact of the change.</li> </ul> <hr/> <p><i>Results should include what was learned about the effectiveness of the assessment process and how those discussions create recommendations. What do the results mean for teaching and learning practices? The summary should clearly indicate how the program will use what was learned.</i></p> <p><i>A reasonable timeframe for implementing the change and re-assessing the change should be provided.</i></p>

<p>The learning/research question should frame the goal for the assessment project, and inform the student work examined and the focus of recommendations following assessment.</p> <p><u>Example SLO:</u> "Students will apply mathematical reasoning based on definitions, axioms, and theorems to read and write mathematical proofs."</p> <p><u>Example Learning Question:</u> "Can students apply mathematical reasoning skills to a current issue in mathematics in upper-level courses?"</p> <p>For additional examples of SLO's and associated learning questions which programs pursued related to focus their assessment activity, go <a href="#">here</a>.</p>	<p>evidence <u>unless</u> all program faculty have agreed on key features of the syllabus and rubrics to evaluate students, to ensure the same standards are applied across courses, sections, instructors, and years. Remember, the goal is to determine whether the <b>program</b> is meeting its learning goals for students as defined by the faculty, not whether a student has met a particular instructor's goals. One way to make this work is to use a standardized final assignment in a course, allow for minor variations of content across instructors, and score with a standardized rubric.</p> <p>***Examples of evidence can be found <a href="#">here</a>.</p>		<p>levels of achievement.</p>	
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