University of St. Thomas

Institutional Effectiveness Report Preparation: Educational Programs

July 13, 2018
Institutional Effectiveness

SECTION 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

a. Student learning outcomes for each of its educational programs.
   *(Student outcomes: educational programs)*

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
   *(Student outcomes: general education)*

c. Academic and student services that support student success.
   *(Student outcomes: academic and student services)*
Filing Assessment Report

UST uses XiTracs for all Assessment Reporting
Obtain your login from Siobhan Fleming, Associate Vice President, Office of Institutional Assessment & Effectiveness and access XiTracs at https://stthom.xitracs.net/survey/portallogon.jsp.
The assessment literature is full of terminology such as “mission”, “goals”, “objectives”, “outcomes”, etc. but lacking in a consensus on a precise meaning of each of these terms. Part of the difficulty stems from changes in approaches to education – shifts from objective-based, to competency-based, to outcomes-based, etc. education have taken place over the years with various champions of each espousing the benefits of using a different point of view. The Outcomes Pyramid shown below presents a pictorial clarification of the hierarchical relationships among several different kinds of goals, objectives, and outcomes that appear in assessment literature.
Learning Outcomes

What is a student expected to demonstrate in terms of knowledge and skills upon completion of a program?

Outcomes should be program specific, detailed and measurable:

Students will be able to explain the role of proper nutrition in poultry growth efficiency, including the functions and deficiency signs of amino acids, minerals, and vitamins.

- Poultry Science – Pre-Vet/Production, BS
Importance of Action Verbs

- Graduates will master the basic principles of at least one topical area within the field of ..., and understand how these principles are applied to solve advanced problems.
Verbs Useful for Stating Learning Outcomes

Knowledge
- define
- repeat
- record
- list
- recall
- name
- relate
- underline

Comprehension
- translate
- restate
- discuss
- dramatize

Application
- interpret
- apply
- use
- demonstrate

Analysis
- distinguish
- analyze
- differentiate
- appraise
- calculate
- experiment
- test
- compare
- contrast
- criticize
- diagram
- inspect
- debate
- inventory
- question
- relate
- solve
- examine
- categorize

Synthesis
- compose
- plan
- propose
- design
- formulate
- arrange
- assemble
- collect
- construct
- create
- set up
- organize

Evaluation
- judge
- appraise
- evaluate
- rate
- compare
- value
- revise
- score
- select
- choose
- assess
- estimate
- measure

Source: https://teachingcommons.stanford.edu/resources/course-preparation-resources/course-design-aids/bloom%E2%80%99s-taxonomy-educational-objectives
Examples of Student Learning Outcomes

- Interior Architecture students will demonstrate proficiency with the graphic representation of an interior architecture project through use of drawings, models, and other media.
  
  Interior Architecture, BA

- Students will demonstrate the ability to select treatment material, modify treatment objectives, provide reinforcement/feedback and manage time during their clinical practicum.

  Communication Disorders, BS

- By the time of graduation from the program, graduates of the Electrical Engineering (ELEC) Program will have achieved and demonstrated an ability to design and analyze a component or system to meet desired needs within the field of electrical engineering.

  Electrical Engineering, BEE
Properties of Good Assessment Techniques

- Valid—directly reflects the learning outcome being assessed
- Reliable—especially inter-rater reliability when subjective judgments are made
- Actionable—results help faculty identify what students are learning well and what requires more attention
- Triangulation—multiple lines of evidence point to the same conclusion

Source:
Assessment Method Examples

Assessment Methods

Direct
- Scoring guide or rubric
  - Test
- Interviews

Indirect
- Survey
# Scoring Guide or Rubric

Rank the following from 1 to 4 with 4 being the highest score.

<table>
<thead>
<tr>
<th>Measures</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Little or None</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates appropriate musicianship.</td>
<td>The student is expertly effective in demonstrating appropriate musicianship.</td>
<td>The student is consistently effective in demonstrating appropriate musicianship.</td>
<td>The student is generally effective in demonstrating appropriate musicianship.</td>
<td>The student is inconsistent and/or only somewhat effective in demonstrating appropriate musicianship.</td>
</tr>
<tr>
<td>The student demonstrates appropriate technical proficiency.</td>
<td>The student is expertly effective in demonstrating appropriate technical proficiency.</td>
<td>The student is consistently effective in demonstrating appropriate technical proficiency.</td>
<td>The student is generally effective in demonstrating appropriate technical proficiency.</td>
<td>The student is inconsistent and/or only somewhat effective in demonstrating appropriate technical proficiency.</td>
</tr>
<tr>
<td>The student demonstrates appropriate tone quality.</td>
<td>The student is expertly effective in demonstrating appropriate tone quality.</td>
<td>The student is consistently effective in demonstrating appropriate tone quality.</td>
<td>The student is generally effective in demonstrating appropriate tone quality.</td>
<td>The student is inconsistent and/or only somewhat effective in demonstrating appropriate tone quality.</td>
</tr>
</tbody>
</table>
Summarizing and Analyzing Assessment Results: Using a Rubric to Produce Both Grades and Assessment Data

<table>
<thead>
<tr>
<th>Students</th>
<th>Central Argument</th>
<th>Supporting Evidence</th>
<th>Relevant Contexts</th>
<th>Mean Score and Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Adams</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>Mary Allen</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>Collin Jones</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Average Score</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Strength

Weakness

Grades

Assessment data
## Findings Based on Rubric

<table>
<thead>
<tr>
<th>Measures</th>
<th>BM (6)</th>
<th>BA (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musicianship</td>
<td>2.98</td>
<td>2.76</td>
</tr>
<tr>
<td>Technical Proficiency</td>
<td>2.88</td>
<td>2.48</td>
</tr>
<tr>
<td>Tone Quality</td>
<td>3.12</td>
<td>2.64</td>
</tr>
</tbody>
</table>
Advantages of Objective Assessments

- Students can provide a great deal of information on a broad range of learning goals in a relatively short time.

- Objective assessments encourage broader—albeit shallower—learning than subjective assessments because of their efficiency.

- Objective assessments are fast and easy to score.

- Objective assessment results can be summarized into a single number.

# Summarizing and Analyzing Assessment Results

## Biology Test Results Mapped Back to the Test Blueprint

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific method</td>
<td>4, 7, 11, 12, and 15</td>
<td>80%</td>
</tr>
<tr>
<td>Key Vocabulary</td>
<td>1, 3, 6, 8, and 9</td>
<td>84%</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>2, 5, 10, 13, and 14</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Summarizing and Analyzing Test Results

**Mathematics Test Results Mapped Back to the Test Blueprint**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Number System</td>
<td>1 and 2</td>
<td>60%</td>
</tr>
<tr>
<td>Topology of Cartesian Spaces</td>
<td>3 and 4</td>
<td>60%</td>
</tr>
<tr>
<td>Convergence of Sequences</td>
<td>5, 6, and 7</td>
<td>53%</td>
</tr>
<tr>
<td>Elementary Proof Techniques</td>
<td>8, 9 and 10</td>
<td>35%</td>
</tr>
</tbody>
</table>
Assessment Methods

- Assessment method should be clearly linked to an outcome.
- Assessment method description should be detailed and include the time period when the assessment took place, number of students who participated, and the description of an instrument:

  *In a required capstone course in spring of 2012, 25 seniors completed a product development project. Their assignment was to transmute one metal into another and to write a full report, including technical appendices that demonstrated their ability to use alchemical methods, to transmute one metal into another, and to present their findings in writing. Project reports were scored by the department’s Undergraduate Studies Committee, using a rubric that scores students’ ability to apply alchemical methods, transmute one metal into another and to present their findings in writing on a scale from 1-beginning to 3-exemplary. Rubric is enclosed. Student-level scores were aggregated to determine typical strengths and weaknesses.*

- In cases when the number of students is rather small, one can combine several years of data.
Student Surveys

• Do not limit the survey instrument to global item(s), such as:
  • I would rate the overall effectiveness of … as: (1) poor; (2) fair; (3) good; (4) excellent.

• Include open-ended questions

• Avoid the following question formulation mistakes:
  • Ambiguous or imprecise questions, such as:
    • My friends often use campus recreation facilities: (1) yes; (2) no; (3) do not know
  • Two questions in the same question
    • The advisor I saw was friendly and helpful.
  • Questions that presume a particular answer
    • Wouldn’t you like to receive our free brochure?
  • Questions where a respondent does not have needed information
    • Do you agree with the university’s current residency requirement?
University-wide Surveys

- **Exit Survey**: administered each semester among graduating seniors 3-4 weeks prior to the end of classes

- **Alumni Survey**: administered among first-time bachelor degree recipients 4 years after graduation

- **Survey of Graduating Graduate Students**: administered among graduate students, when they apply for graduation

- **National Survey of Student Engagement (NSSE)**: administered each Spring semester among freshmen and seniors
Findings

- Findings would ideally provide information about common strengths and weaknesses. It is insufficient to provide one number or grade distributions for all students:
  - 95% of students were satisfied with their educational program.
  - 80% of students received grades of an “A” or a “B.”

- When rubric is used, one can use averages for each dimension that measures an outcome.

- When test is used, test subscores or the percentage of correct answers for each test item can be used.
Use of Findings for Improvement

Improvements should be linked to findings.

Examples:

- The learning outcome consistently scoring the lowest is: Organize LEED Green Building activities. A new one credit hour class called Introduction to Sustainable Construction was introduced into the program in Fall 2012. Students taking this class will complete exit surveys in Spring 2014.
  (Building Science, BS)

- Based on students weaknesses in theory and methods, number of options were discussed during the Spring 2012 meeting: (1) requiring STAT 2010 or SOCY 3700 as a pre-requisite for all senior-level courses; (2) requiring that the theory course be completed prior to enrollment in SOCY 4800.
  (Sociology, BA)
Assessment Report Due Date:
November 15, 2017
How to Write Program Goals

Goals of the Program

*Program Goals* are general statements of what the program intends to accomplish. Program Goals are broad statements of the kinds of learning we hope students will achieve – they describe learning outcomes and concepts (what you want students to learn) in general terms (e.g., clear communication, problem-solving skills, etc.) Program Goals are statements of long range intended outcomes of the program and the curriculum. They describe the knowledge, skills, and values expected of graduates and should be consistent with the mission of the program and the mission of the institution.

Program Goals flow from the mission and provide the framework for determining the more specific educational learning objectives and outcomes of a program. Goals describe overarching expectations such as "Students will develop effective written communication skills." or "Students will understand the methods of science."

The main function of the Program Goals statement is to form a bridge between the lofty language of the Mission Statement and the concrete-specific nuts and bolts of program objectives. The Program Goals statement becomes a blueprint for implementing the mission by answering the following questions:

- How do program goals relate to the program mission?
- How does this program fit into a student's overall development?
- What general categories of knowledge and abilities will distinguish your graduates?
- For each principle of the mission, what are the key competency categories graduates of the program should know or be able to do?

Possible Approaches for Generating Goals

"Ideal graduate":

- Describe the “perfect student” in your program in terms of his/her knowledge, abilities, values, and attitudes. Which of these characteristics can be directly attributed to the program experience?
- Describe the “ideal student” at various phases in your program, focusing on the abilities, knowledge, values, and attitudes that this student has either acquired or has had supported as a result of your program. Then answer
  - What does the student know? (cognitive)
  - What can the student do? (performance/skills)
  - What does the student care about? (affective)
- Think what an ideal unit or program would look like and how its services and operations (refer to your mission) would need to be conducted to reach that vision – think of how you would improve, minimize, maximize, provide, etc. Then state these ideas as goals.
- List the skills and achievements expected of graduates of the program. Describe the program alumni in terms of their achievements, such as career accomplishments, lifestyles, and community involvement. Use these to identify overarching goals.
Existing material review

- Review current material which may shed light on program goals; e.g., catalog descriptions, program review reports, mission and vision statements, accrediting agency documents, etc. List five to seven of the most important goals identified in the sources listed above. Prioritize the list of important goals in terms of their importance to your program and their contribution to a student’s knowledge, abilities, attitudes, and values.

Course goals inventory

- Review course syllabi, assignments, tests, and any additional materials and categorize the instructional materials into (i) recall or recognition of factual information, (ii) application and comprehension, or (iii) critical thinking and problem solving. From this inventory, determine the goals which are taught and use them as a starting point for determining program goals.

Review other programs’ goals

- Often broad overarching goal statements are quite similar from program to program and from institution to institution. Looking at what is in use elsewhere can reaffirm or serve as a starting point for brainstorming.

Note: a single goal may have many specific subordinate learning objectives.
Structure of a Goal Statement

“To (action verb) (object) (modifiers)”

Examples:

to graduate students who are prepared for industry
to adequately prepare students for graduate school

Example of Program Mission, Goals, and Outcomes

University Mission:

Broad exposure to the liberal arts . . . for students to develop their powers of written and spoken expression ...

Program Goal:

The study of English enables students to improve their writing skills, their articulation ...

English Composition Course Goal:

Students will learn to acknowledge and adjust to a variety of writing contexts.

Learning Outcome:

The student will demonstrate through discussion an awareness that audiences differ and that readers’ needs/expectations must be taken into account as one writes

Checklist for Goals

• Are they consistent with your mission?
• Are your goals aligned with your values?
• Do your goals describe desired performance?

Based on material from the University of Central Florida: “UCF Academic Program Assessment Handbook”, 2005.
Outcomes

Learning Outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. Learning Outcomes identify what the learner will know and be able to do by the end of a course or program – the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of a course or program.

The learning outcomes approach to education means basing program and curriculum design, content, delivery, and assessment on an analysis of the integrated knowledge, skills and values needed by both students and society. In this outcomes-based approach to education, the ability to demonstrate learning is the key point.

What are the differences between Objectives and Outcomes? Objectives are intended results or consequences of instruction, curricula, programs, or activities. Outcomes are achieved results or consequences of what was learned; i.e., evidence that learning took place. Objectives are focused on specific types of performances that students are expected to demonstrate at the end of instruction. Objectives are often written more in terms of teaching intentions and typically indicate the subject content that the teacher(s) intends to cover. Learning outcomes, on the other hand, are more student-centered and describe what it is that the learner should learn.
Best Practices for Program-Level Student Learning Outcomes Assessment

For each of its educational programs (including undergraduate, graduate, professional, and certificate programs), the University of St. Thomas is responsible for:

1. identifying expected student learning outcomes,
2. assessing the extent to which students achieve these learning outcomes, and
3. providing evidence of ongoing program improvement based on analysis of assessment results.

While allowing for differences in specific assessment strategies among the disciplines, the following best practices apply to each educational program with regard to assessment procedures:

1. Program faculty members identify student learning outcomes, develop assessment measures, analyze results, determine appropriate improvements, and write annual assessment reports.
2. Programs establish clearly defined, measurable student learning outcomes that focus on knowledge, skills, behaviors, or values.
3. Programs use direct assessment methods (e.g., examinations, research essays, theses, oral presentations, capstone projects, portfolios, performances, etc.) as their primary means of assessing student learning outcomes.
4. Programs use indirect assessment methods (surveys, questionnaires, focus groups, interviews, etc.) as secondary means of assessing student learning outcomes.
5. Assessment measures clearly address the degree to which students attain defined learning outcomes.
6. Assessment measures are distinct from course grades and teaching evaluations (but they may involve graded materials).
7. Data and information are collected over time and analyzed longitudinally.
8. Improvements in programs and student learning are planned and enacted in response to assessment findings.
9. All program-level student learning outcomes are assessed within three- to five-year cycles.
10. Assessment reports are completed annually, evaluated by appropriate faculty committees, and collected by the Office of Institutional Assessment and Effectiveness.
Assessment Primer

1: Writing Statements of Intended Educational Outcomes

Definition

Intended educational **student learning outcomes** are the knowledge, abilities, or attitudes you want students completing a given academic program at UST to possess. The emphasis on **student learning** is a reminder that the test of effectiveness for an academic program is the capabilities of the students who complete it, **not its curricular requirements**, its curricular features, or even its method of instruction. Although most academic degree programs could potentially identify many such expected results, usually only **three to five outcomes** are selected for study at any given time.

Choose Distinctive Outcomes.

Departments and units have great freedom in selecting and stating intended educational (student) outcomes for their degree programs. However, it will probably be most productive if you select outcomes that distinguish students completing your degree programs from other graduates of the University.

**Generic Outcome:**
Students completing the BS in __________ will be able to communicate.

**Distinctive Outcome:**
Students completing the BA in Anthropology will be able to identify the four primary areas of the discipline.

Keep Outcomes Statements Simple.

To be useful, your statements of intended educational (student) outcomes should be simple, declarative sentences.

**Bundled statement:**
Students earning the BA in History will be familiar with a wide body of historical information and gain competency in such basic skills as conducting historical research, thinking analytically, and producing a well-documented research.

**Simple statement:**
Students earning the BA in History will be competent in conducting historical research.
2: Writing Statements of Administrative Objectives

Definition

Intended administrative objectives are the performance goals that an administrative or educational support unit plans to reach during a given assessment period. Stating these objectives means describing a function the unit will perform, a service it will provide, or a result its service should bring about in the knowledge, skills, attitudes, or satisfaction of the unit's clients. Although some administrative units and many educational support units could potentially identify many such expected results, usually only three to five outcomes are selected for study at any given time.

Keep Outcomes Statements Simple.

In your assessment plan, please try to avoid "bundling," that is, the joining together in one administrative objective of elements that would actually have to be assessed separately. To be useful, your statements of administrative objectives should be simple, declarative sentences.

Bundled statement: Students will be satisfactorily advised on available aid programs, eligibility requirements, application processes, and their rights and responsibilities regarding student loans so as to ensure a low cohort default rate to maintain eligibility to participate in Title IV funding.

Simple statement: Maintain a low cohort default rate on student loans.

Describe Services and Functions, Not Administrative Plans.

In addition to participating in assessment, many administrative and educational support units are also engaged in strategic planning. Such planning may place special emphasis on defining administrative actions that will help to bring about a new initiative. While appropriate to strategic planning, statements of administrative actions should not be used in place of function or service statements in your list of administrative objectives.

Administrative Planning:
Hire a new Information Technology specialist to update the unit's web site

Assessment Objective:
The number of hits on the unit's web site will increase.
Part 3: Selecting Means of Assessment for Program Improvement

The purpose of conducting assessment at all is to gather information that will allow you to improve your degree program or service. To increase the chances that your selection of assessment methods will lead to such improvement, please use several rules of thumb.

**Match the Means of Assessment to the Intended Outcome.**

Consider the following statements:

Intended Outcome: Graduates of the program will compare favorably in their knowledge of the field with graduates of similar programs nationally.

Means of Assessment: Students will take a locally developed comprehensive examination at the conclusion of their studies. At least 80% will earn marks of "Pass" or "High Pass" from a jury of campus faculty.

In this case, there is no clear way to arrive at a national comparison with a locally developed and scored examination. Either the intended outcome needs to be rewritten, or a different means of assessment, including some basis for national comparison, needs to be developed. Here is a related example for an extended instruction program:

Intended Outcome: Clients who complete the program will compete successfully for promotion to professional positions of greater responsibility.

Means of Assessment: Those who completed the program will be sent an e-mail survey within one year of completion. Of those responding to the survey, at least 75% will indicate that they are either "satisfied" or "very satisfied" with the quality of instruction they received.

In this case, a satisfaction measure about instruction is being strained to yield data about professional preparation. One statement or the other needs adjustment to assure a proper "fit."

**Prefer Means of Assessment that Promise Usable Information**

A common mistake in assessment planning is the use of curricular requirements as though they gave direct evidence of student achievement. This approach is a waste of time and effort. If your degree program requires students to complete a satisfactory senior thesis, for example, then you are unlikely to learn anything useful from collecting data about thesis-completion rates. Consider the following example:

Intended outcome:
Graduates of the program will be able to complete a brief research essay incorporating primary research.

Means of assessment:
At least 90% of those successfully completing Senior Thesis [a required course] will have completed a brief research essay that incorporates primary research.

This intended outcome is appropriate, and it probably makes sense to require a course like "Senior Thesis" if such writing is something you want graduates to be able to do. However, you know in advance what the outcome of this assessment will be.
Part 4: Avoiding Common Errors with Assessment Data

Assessment is a form of practical research. As with any research project, it is important to be aware of common methodological problems and how to avoid them. Here are some of the most common errors in assessment reports, each with a suggested alternative or two:

1. The "outcome" statement combines two different outcomes.
   - Avoid: Students will demonstrate mastery of oral and written communication.
   - Better: Students will demonstrate mastery of oral communication skills.
   - Better: Students will be able to make a brief oral presentation of research findings to an audience of their peers.

2. The number of individuals assessed is unspecified.
   - Avoid: The majority of our graduates rate the degree program very highly.
   - Better: Surveys were sent to the 100 persons who completed this degree program in the last 5 years; 24 of the 40 graduates who responded (60% of respondents; 24% of all graduates) rated the degree program as "Very good" or "Good."

3. No reason is given to explain missing data.
   - Avoid: [No summary of data is given!]
   - Better: No students graduated from this degree program this year.
   - Better: Although no students graduated from this degree program this year, 90% of sophomore and juniors have met targeted intermediate performance levels.

4. No use or application of the assessment results is indicated.
   - Avoid: No changes needed. [Even though no data were reported!]
   - Better: Assessment results showed that students more than met intended levels of performance; no changes are needed at this time.
   - Better: The departmental curriculum committee has recommended that classes for majors include more real-world application problems.
## Program Mission: A clear, concise statement outlining the ultimate principles that guide the work of the program, who it serves, in what ways and with what results. [1]

<table>
<thead>
<tr>
<th>Coordinators</th>
<th>Assessors</th>
<th>Peers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># Low/Avg/High</td>
<td># Low/Avg/High</td>
<td># Low/Avg/High</td>
<td># Low/Avg/High</td>
</tr>
</tbody>
</table>

- No selections: General statement of the intent of the program. Identifies the functions performed but not the greater purpose. Does not identify stakeholders. Fails to demonstrate clear alignment with college or division mission. Too general to distinguish the unit or too specific to encompass the entire mission. [1]

## Program Educational Objectives: The achievements or accomplishments that graduates generally attain in first few years after graduation [1]

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</table>

- No selections: Statements of administrative action in place of function or service statements. E.g. - Attain external agency accreditation. An assessment objective action is to ‘prepare students to graduate with the requisite discipline specific knowledge to enter the workforce or graduate school.” [1]

## Outcomes: Both program and student learning--specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience; for administrative units, outcomes describe the desired quality of key services. [1]

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</table>

- No selections: No clearly defined Student Learning Outcomes. No programmatic outcomes measured. The outcomes describe a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns). Outcomes do not address the breadth of knowledge, skills, or services associated with the program. Outcomes identified don’t seem aligned with the program mission. Fails to note appropriate associations (to goals, standards, institutional priorities, etc.). [1]

## Assessment Method: The means of gathering data. [1]

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</tbody>
</table>

- No selections: The number of assessment activities is inadequate to measure objectives. Assessment methods are not valid, reliable, useful or appropriate to objectives. [1]

## Benchmark: Result, target, benchmark, or value that will represent success at achieving a given outcome. [1]

<table>
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</tr>
</tbody>
</table>

- No selections: Targets have not been identified for every measure, or are not aligned with the measure. Seem off-base (too low/high). Language is vague or subjective (e.g. “improve”, “satisfactory”) making it difficult to tell if met. Aligned with assessment

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|-------------|---------------|---------------|---------------|

- Developing [1]: Clear and concise. Specific to the program (identifies what it does that separates it from other units or programs.) Addresses the larger impact of the program. Identifies stakeholders. Aligned with college and division mission and with respective professional organization, if applicable. [3]

- Acceptable [2]: Observable and measurable. Encompasses a discipline-specific body of knowledge for academic units (may also include general competencies); focus on the cumulative effect of the program. [3]

- Exemplary [3]: No selections: Reasonable number of outcomes identified - both program and student learning. Enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess. Aligned with college and university goals. [3]
Results: A concise summary of the results gathered from a given assessment measure. [1]

Use of Results: Actions to be taken to improve the program or assessment process based on analysis of results. [1]
### Assessment Report Evaluation Rubric

**Degree Program**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Rating</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1. The faculty members who teach in the program are involved in defining the learning outcomes, selecting the related assessment measures, analyzing the results, and determining appropriate improvements in the program.</td>
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<tr>
<td>2. The program has clearly defined, measurable student learning outcomes that focus on knowledge, skills, behaviors, or values.</td>
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<td>3. The program uses direct assessment methods (e.g., examinations, research essays, theses, oral presentations, capstone projects, portfolios, performances, etc.) as their primary means of assessing student learning outcomes.</td>
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<td>4. The program uses indirect assessment methods (surveys, questionnaires, focus groups, interviews, etc.) as secondary means of assessing student learning outcomes.</td>
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<td>5. Assessment measures clearly address the degree to which students attain the defined learning outcomes.</td>
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<td>6. Assessment measures are distinct from course grades and teaching evaluations (but they may involve graded materials).</td>
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<td>7. Multiple assessment methods are used.</td>
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<td>8. Data and information have been collected over time and analyzed longitudinally.</td>
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<td>9. The analysis of data results in findings relevant to the program.</td>
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<td>10. Improvements in the program have been planned and enacted in response to the findings.</td>
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<td>11. All program-level student learning outcomes are assessed within three- to five-year cycles.</td>
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<tr>
<td>12. Assessment reports are completed annually, evaluated by faculty committees, and collected by the Office of Institutional Assessment and Effectiveness.</td>
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