

Academic Program Assessment Handbook

Florida Memorial University

2015-2016

Office of Institutional Effectiveness

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The purpose of this handbook is to provide academic programs with a framework for developing an assessment plan with the objective of improving an academic program. **The primary purpose of program assessment is to improve the quality of educational programs by improving student learning.** Even if you feel that the quality of your program is good, there is always room for improvement. In addition, various accrediting bodies mandate conducting student outcomes assessment. The Southern Association of Colleges and Schools (SACS) require that every program assess its student outcomes and uses the results to improve programs. Not to conduct assessment is not an option.

The primary purpose of assessment is to identify the important objectives and learning outcomes for your program with the purpose of improving student learning. Anything that enhances and improves the learning, knowledge and growth of your students cannot be considered a waste of time. For program assessment to be successful, it must be an ongoing and continuous process. Just as your program should be improving, so should your assessment plan and measurement methods. Each academic department must look at its programs and its learning outcomes on a continual basis and determine if there are better ways to measure student learning and other program outcomes. Your assessment plan should be continuously reviewed and improved.

Program Assessment

The overall purpose of **program assessment** does not focus on an individual student. Rather, the emphasis is on what and how an educational **program** is **contributing** to the learning, growth and development of **students as a group**. There are four levels of assessment:

1. **Classroom assessment** (involves assessment of individual students at the course level typically by the class instructor),
2. **Course assessment** (involves assessment of a specific course),
3. **Program assessment** (involves assessment of academic and support programs and is the focus of this manual), and
4. **Institutional Assessment** (involves assessment of campus-wide characteristics and issues) otherwise known as Institutional Effectiveness

Program assessment is defined as the **systematic and ongoing** method of **gathering, analyzing and using information** from various sources about a program and measuring program outcomes in order **to improve student learning**.

This is done through obtaining a good understanding of what the programs' graduates know, what they can do with this knowledge, and what they value as a result of this knowledge. Program assessment, as it is addressed in this manual, can also be called **student outcomes assessment**, which places an emphasis on the learning, development and growth of students.

Purposes of program assessment

The four main purposes of program assessment are:

- 1. To improve** - the assessment process should provide feedback to determine how the program can be improved.
- 2. To inform** - the assessment process should inform faculty and other decision-makers of the contributions and impact of the program.
- 3. To prove** - the assessment process should encapsulate and demonstrate to students, faculty, staff and outsiders what the program is accomplishing.
- 4. To support** - the assessment process should provide support for campus decision-making activities such as program review and strategic planning, as well as external accountability activities such as accreditation.

Characteristics of effective program assessment

Effective program assessment should answer these questions:

- 1. What are you trying to do?**
- 2. How well are you doing it?**
- 3. Using the answers to the first two questions, how can you improve what you are doing?**
- 4. What and how does a program contribute to the development and growth of its students?**
- 5. How can student learning be improved?**

Additionally, **program assessment is effective** when:

1. Assessment is viewed as a **comprehensive, systematic** and **continuous** process.
2. Assessment is viewed as a **means for self-improvement**.
3. Assessment **measures** are **meaningful**.
4. Assessment utilizes **multiple measures** and **multiple sources**.
5. Assessment is used as a **management tool**.

6. Assessment **results** are **valued** and are genuinely **used to improve** programs and processes.
7. Assessment involves the **participation and input of all faculty, administration and staff.**
8. Assessment **includes students.**

The nine principles include:

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the educational communities are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is more likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

Introduction to developing an assessment plan

A crucial part of developing an assessment plan is to clarify the focus and content of your plan, this should be based on the needs of your program or unit. The assessment approach will depend on your program's mission or purpose. Remember that the purpose of assessment can be to **improve, inform, and/or support** your program. Thinking of assessment in these terms will help you identify your need (which is the first phase) as well as help you in devising the assessment plan. Depending on the purpose of assessment, the plan can be an informal document to be internally distributed, or it can be a formal document with an external audience.

Mission Statement

Start by looking at your Mission Statement

Define the mission of the program.

The program mission is a broad statement of the directions, values and aspirations of the department with regard to its programs. It should provide a clear description of the purpose of the program and the learning environment. The mission should be aligned with the Department, School, and University's mission

1. Each Department should get together to discuss your Mission Statement and see if your Mission "fits" what you want to achieve in your degree program.
2. HOW DO YOU WANT YOUR STUDENTS TO LOOK WHEN THEY GRADUATE?
3. Make notes and keep records. *Include your notes in your reports.*

- A **mission statement** articulates the purpose of a unit or program. The mission statement declares what the unit or program does and what it intends to achieve. Often a mission statement carries an implicit statement of the values the program espouses, as well as the relationship the unit or program has to the institution as a whole.

- The **mission statement** for a single unit or academic program is often a simple assertion, articulated by those most closely involved with the unit or program and accepted by those who have responsibility for oversight of that unit or program

- An academic program **mission** statement should identify what the program will help students and others learn and do within a particular context and state how the program contributes to its wider communities.

- A **mission** statement should be specific, identifying the important things a unit or program does that separates it from others. Consider how each of the following general statements defines the program or unit and gives direction to its work.

Examples of Mission Statements

- Poor: *"The XYZ program provides exemplary education and service for students and the local community"*

- Better: *"The XYZ program designs and delivers both theoretical and practical educational experiences in [specific areas] to develop graduates with the knowledge and skills expected of professionals in the*

field. "

Goals

Define the goals of the program:

The goals of a program or unit must concur with those of the school or college, and ultimately with the goals of the institution. Program goals provide the basis for assessment and therefore should be defined adequately and clearly.

- Before identifying the specific outcomes/objectives, it may be useful for the unit or program to identify goals that will work to achieve desired outcomes. These are broad statements about the desired ends to which a unit or program aspires.

- Goals are usually too general to actually guide assessment practice, but they can provide a bridge between the mission/purpose statement and the outcomes/objectives that specify the most important work of the unit or program.

- Goals are less precise than clearly measurable outcomes/objectives.

- Goals for student learning might include such broad general education ends as *critical thinking* and *enhanced communication skills*, while administrative goals might include such broad intentions as *improve quality*, *increase efficiency*, and *establish a positive climate for student development*

Student Learning Outcomes (SLOs)

Define the intended student learning outcomes of the program:

Program goals are general while program outcomes are more specific and reflect the broader goals. The learning outcomes of a program describe the intended educational outcomes in terms of specific abilities, knowledge, values and attitudes that you want students in your program to possess.

- The unit/degree program will develop **SLO(s)** that will be measured throughout the program. In other words, a **SLO(s)** will be identified by the unit that is part of the **Core Curriculum** of the degree program. These SLO(s) will be a component that will appear in various guises in different core classes the unit offers (**Imbedded Assessment**). The students should be assessed on how well they master these **SLO(s)** from the beginning of their studies to end. The culmination of this assessment will be in a **Capstone Class**.

- *Each Unit should develop 7-10 SLOs which can be rotated from year to year.*

- Student learning outcomes identify knowledge, skills, and abilities students should gain or improve through engagement in an academic program or other learning experience. Student learning outcomes are typically the most important outcomes for an academic program.

- Historically, many faculty members have not been asked to identify learning outcomes, except as they applied to individual courses. The development of student learning outcomes for a program requires faculty discussion and clarifies for both the program's faculty and its students what characteristics are expected in those who finish the program. Student learning outcomes also should be **SMART**: **S**pecific, **M**easurable and verifiable, **A**greed upon, **R**ealistic and yet rigorous, and **T**ime-bound.

- In some instances, student learning outcomes may be expressed in a manner that identifies how the knowledge and skills are expected to develop over the course of the program. Some professional accrediting bodies, for example, require the identification of skills expected of entering students and again at identified places as those students progress through a curriculum.

Writing SLOs

- **In writing student learning outcomes**, it is helpful to begin by saying "*Students (or program completers) will (or will be able to)*" You should use action verbs to describe what students will know and be able to do (e.g., *Graduating students in XYZ will be able to identify complex problems during their final internships and then make appropriate referrals to existing community services*).

- The key to a good outcome/objective statement is the verb. However, some verbs that are linked to learning, such as *understand* or *know*, are poor choices in an outcome/objective statement. Instead you should select verbs that focus on observable and measurable action, such as *describe* or *demonstrate*. [Blooms Taxonomy](#) of Action Verbs is a great place to find the correct verb to use. Using an Internet search engine, you can easily find various lists of "action verbs for learning."

- Good outcome statements lead directly to identifying relevant measures for gauging the program's success in producing program completers that display expected characteristics.

How to Write Student Learning Outcomes (from the University of Kansas)

Instructions for Writing Student Learning Outcomes

• Creating student learning outcomes for your degree or service program is a process. Some programs have found the following steps to be helpful:

Step 1

• Start by having a faculty/staff meeting (including students and alumni, ideally) and brainstorm about what an ideal graduate would know, understand, and be able to do ... and/or Consult the web site for your professional/disciplinary organization - many of them are developing student learning outcomes for degree or service programs at various levels.

Step 2

• Agree on a first draft of a list of outcomes, understanding that they will be revised several times before becoming firm (or definitive) and that they will change over time for currency in the discipline or service area and changing needs and characteristics of students.

Step 3

• List the student learning outcomes on every syllabus for the required courses in your degree program (or programs within your student service area), indicating which of them will be covered in each particular course (or service program).

Step 4

• Gather feedback from students in each course or service program about how well they perceive that student learning outcomes were addressed.

Step 5

• Assess student learning by designing assignments specifically geared to measure achievement of each of the outcomes that are designated for each course, degree program, or service area.

Step 6

• In light of this data, meet (with faculty, staff, and students) at the end of each semester or academic year and revise the list of outcomes, teaching methods, curriculum, and/or program.

Step 7

• Repeat the above steps regularly and as needed to improve student learning.

Assessment should be based on **Student Learning Outcomes (SLO)** and should be explicitly defined in the **Goals and Objectives** of each School and Department and further reinforced in the syllabi for each course. If a department does not have a good set of goals and objectives, a good place to start is with the national accrediting body for their discipline. Each of these Goals and Objectives must have **Measurable** and **Achievable** results with a timeline associated with each result. If these *results* are not met, there also needs to be a well-thought out **Action Plan** to achieve the desired **SLO** in the future.

Means/Tools of Assessment

For each SLO a type of assessment tool must be developed - this is how you will measure your results. There are several ways you can assess a SLO. These include:

- Rubric
- Academic Direct Evaluation
- Senior Capstone course activities/projects
- Comprehensive Exam
- Thesis Project
- Research Report Internship Evaluation, Field Work Evaluation - using a rubric to evaluate
- Written Exam or Written Assignment
- Standard Exam

Course embedded assessments: **

- specific test questions
- a focused project graded for a specific outcome
- a research paper, essay or other writing project

*****For courses taught in various formats, or among several faculty members - the embedded pieces should be common to all.***

- National Surveys: NSSE, CIRP etc. or internal
- Professional Licensure Exam - such as a State Teacher Exam
- Pre/Post Test
- Portfolios

- Life Experience Credit/Outside expert reviewers (of papers or presentations)/Professional advisory group
 - Performance/Project/Presentation/Exhibits such as a musical recital or gallery display of art work.
 - Exit Survey/Interview, Satisfaction Survey
 - Simulations/Use of rubrics to evaluate specific outcomes
 - Graduate School Placement
 - Alumni /Employer surveys or interviews/Placement Data
 - Analysis of transcript data/Transfer Students
 - Video/Audio Presentation
 - Benchmarking
 - Curriculum
 - Student Evaluations of Faculty
 - Academic Indirect
 - Other

The most common method of assessment is a **rubric**.

A **rubric** is a scoring guide composed of criteria used to evaluate performance, a product, or a project. A rubric allows for standardized evaluation according to specified criteria, making grading and ranking simpler and more transparent in a reliable, fair, and valid manner at several levels.

The best place to find rubrics is: <http://www.rcampus.com/index.cfm>.

RCAMPUS contains thousands of rubrics ready for use. Each member of the faculty should have an account.

All so The American Association of Colleges and Universities as a great set of value rubrics:

<http://www.aacu.org/value/rubrics>

Achievement Target

You should have an achievement target of each SLO, *i.e. 80% of students will be able to ... with 80% mastery*

Collect the data

After the plan has been developed, you must implement the plan. It is important to determine how the data will be collected, who will collect the data, and where and how the data will be archived.

Action Plan

For assessment measures *not met* the department must come up with a plan to improve results of **SLO's** during the next assessment cycle. The Department may also decide that the **SLO's** need to be adjusted or reevaluated because of unrealistic expectations. You can stipulate what actions you will take and budget, if needed, to improve your plan.

Use of Results

The results of the assessment must be used to identify changes to improve the program. These changes could be to the content of the curriculum, staffing, facilities, among others. At this point in the continuous improvement cycle, the planned changes should be implemented and then assessed the next assessment cycle. In some cases, the changes are easy to implement, while in other instances the proposed changes will have to be implemented over a period of time or through a series of steps.

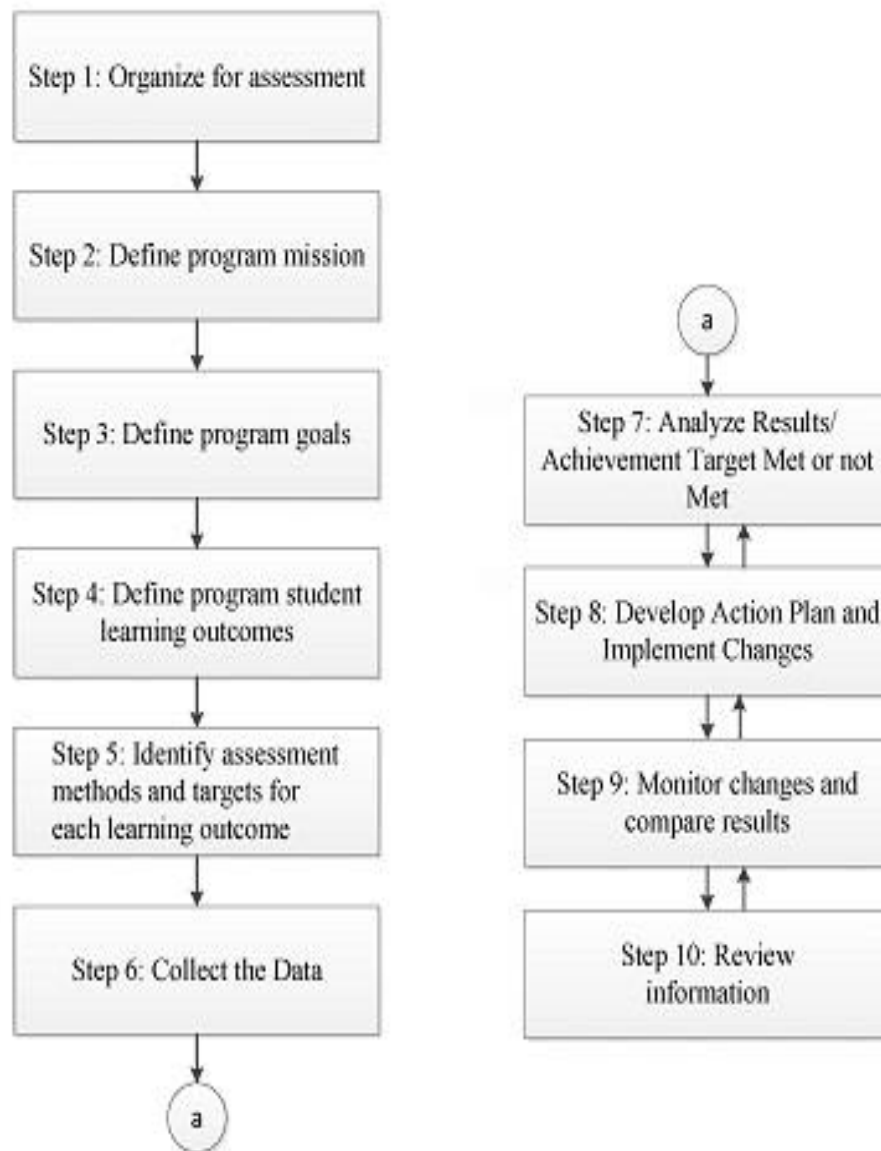
Develop plan to monitor the changes and compare the results.

The implemented changes should be monitored to determine whether or not the changes had the desired effect. One way of achieving this is to use the same assessment plan as used in the previous cycle and compare the actual results to the intended results. Any discrepancies should be carefully studied to determine the underlying cause. In other situations, when the outcomes have been met, the action might be to continue monitoring the outcome to ensure quality. You could define another outcome to begin monitoring.

Review information

Review all of the information obtained from the assessment process and determine how this will affect your next assessment plan. This provides the starting point for the next iteration of the plan and leads to continuous improvement of the academic program

**FLOW CHART FOR ASSESSMENT
PLAN**



Assessment Plan:

At the beginning of each academic year the academic programs will submit an **Assessment Plan** and submit to the Office of Institutional Effectiveness. This will serve as a guide for the department and help prepare your assessment cycle for the academic year. This plan should be discussed and agreed to by the department faculty.

Florida Memorial University

Academic Assessment Plan*

2015-2016

**Florida Memorial University
Student Learning Outcomes Assessment Academic Department Plan Curriculum Map
2015-2016**

Department:

Department Chair/Dean:

Email:

Student Learning Outcomes

Please discuss your department's student learning outcomes assessment efforts. (*Attach Department Minutes*)

**Florida Memorial University
Academic Program Assessment Plan**

Please list what SLOs you will assess this academic year and which courses you will assess them in. This is the data you will report on in your departments Reflections and Assessment Report.

*****NOTE: Please attach all rubrics used for each learning objective.**

Student Learning Outcome	Course(s) Assessed In	Method of Assessment	Direct* or Indirect Measure**	Criteria for Success	Faculty Responsible for Assessment	Time-line for collection of data

* *Direct measures* examine actual results such as research papers, presentations, test results, case analysis, projects ...

** *Indirect measures* examine perceptions relative to the outcome. Typically measures that are based on surveys, focus groups, and other methods to gather opinion through samples of respondents are considered to be indirect this can be senior exit or graduation survey, or survey of student internship mentor or employee. You should have at least one Indirect Measure Assessed somewhere in the program.

**Florida Memorial University
Curricular Map of Student Learning Outcomes**

Enter course numbers for your department across the top of the matrix. In the column below. Indicate where the targeted outcome is “Introduced,” “Reinforced,” “Mastered,” and “Assessed.”

**I = Outcome is introduced R = Outcome is Reinforced M = Outcome is mastered
A = Outcome is assessed**

<i>Course numbers</i> ➔	<i>101</i>	<i>102</i>	<i>200</i>	<i>207</i>	<i>302</i>	<i>303</i>	<i>304</i>	<i>311</i>	<i>321</i>	<i>Capstone Assessment</i>
<i>Outcome 1 (Example): Critical Thinking Skills</i>		<i>I</i>	<i>R, A</i>		<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>	<i>M, A</i>	<i>M,A</i>
Course numbers ➔										
SLO 1										
SLO 2										
SLO 3										

Note: Add or delete tables as needed

*Academic Units will declare 2-4 SLOs to be assessed in academic year 2015-16 and what courses they will be assessed in, this will be reported on the Course Reflection.

Each SLO MUST have Rubric

Course Reflections:

- In an effort both to improve the effectiveness of the assessment process and to ease the burden on faculty, we will use a Course Reflection as a reporting mechanism.
- From the Assessment Plan, faculty include the results of the assessment of their program SLOs in their Course Reflections
- Coordinators compile the results and write the Program Assessment Report

Course Reflection Template:

FLORIDA MEMORIAL UNIVERSITY
MIAMI GARDENS, FLORIDA

COURSE REFLECTION

Course Number:

Course Title:

Meeting Time:

Course Instructor:

Semester:

College-Level Competencies Assessed in the Course (For Core and Capstone Courses):
(Please use the CLC Rubric and include with this Reflection)

CLC - Student Learning Outcome(s)	Method of Assessment	Criteria for Success	Results

Modifications Made to Course: *(What did you try new this time you taught this course?)*

	Changed Implemented
Revised Course Content	
Revised Course Syllabus	
Revised Course Goals/Learning Outcomes (to link with Program Goals/Outcomes)	
Other implemented / planned change(s) (<i>i.e.</i> changed in rubric, changed to flipped teaching, course changed to hybrid or fully on-line...)	

Details for each checked item:

Program/Course Student Learning Outcome(s) Assessed in the Course and Results of

Assessment : (Include means of assessment and criteria for success from your department's assessment plan as well as Quantitative and Quantitative results of assessment of SLOs and recent modifications- include rubrics with your reflections) Please turn in ALL Rubric(s) with your reflection)

Student Learning Outcome(s)	Method of Assessment	Direct* or Indirect Measure**	Criteria for Success	Results

* **Direct measures** examine actual results such as research papers, presentations, test results, case analysis, projects ...

** **Indirect measures** examine perceptions relative to the outcome. Typically measures that are based on surveys (student evaluation of faculty), focus groups, and other methods to gather opinion through samples of respondents are considered to be indirect this can be senior exit or graduation survey, or survey of student internship mentor or employee. You should have at least one Indirect Measure Assessed somewhere in the program – it may be N/A for this course reflection.

Discussion and Action Plan for Course Improvement: (What did the assessment tell you and what will you do differently next year to make it better?)

	Changes Planned
Revise Course Content	
Revise Course Syllabus	
Revise Course Goals/Learning Outcomes	
Other implemented / planned change(s) (i.e. change in rubric, change to flipped teaching, course change to hybrid or fully on-line...)	

Narrative Details for each checked item(s):

Reflection: (How did the course go? What were the problems or successes? Any highlights or other observations)

*****At the end of the academic year – each program will submit a Program Assessment Report**

Academic Assessment Report:

A template of the Assessment Plan form used at Florida Memorial University is given below:

Degree Program Title

Completed by:

I. Degree Program Mission Statement

II. Use of Results from Last Assessment Cycle

Listed below are the improvements in the program over the past year(s) that have resulted from past assessment findings.

Changes to Assessment Plan:

	Changes Implemented
Revised Student Outcome Objective(s)	
Revised Measurement Approach(es)	
Collected / Analyzed Additional Data and Information	
Changed Method(s) of Data Collection	
Changed Timetable for Data Collection	
Other planned change(s)	

Details for each checked item:

Changes to Academic Processes:

	Changed Implemented
Modified Frequency or Schedule of Class Offerings	
Made Technology Related Improvements	
Made Personnel Related Changes	
Implemented Additional Training	
Revised Advising Standards or Processes	
Revised Admission Criteria	
Other Implemented/planned change(s)	

Details for each checked item:

Changes to Curriculum:

	Changed Implemented
Revised and/or Enforced Prerequisites	
Revised Course Sequence	
Revised Course Content	
Added Course(s)	
Deleted Course(s)	
Other implemented / planned change(s) (<i>i.e.</i> changed (revised) rubric(s), changed to flipped teaching, course changed to hybrid or fully on-line...)	

Details for each checked item:

III. Assessment Report

Program Goals

- GOAL 1 -**
- GOAL 2 -**
- GOAL 3 -**
- GOAL 4 -**
- GOAL 5 -**
- GOAL 6 -**

Program Student Learning Outcomes

SLO1:

SLO2:

SLO3:

Student Learning Outcomes Assessment (SLOs)

Program SLO	Course SLO was assessed in	Means (Method) of Assessment	Criteria for Success	Direct* or Indirect Measure**	Results/Findings/Outcomes

Note: Add or delete tables as needed

Use of results to improve program

Action Plan: How will you use the results to improve your program?

Listed below are the improvements in the program assessment that will be or are being implemented based on data collected over the past year that have resulted from the above assessment findings. Please use these items to indicate changes based on your assessments.

Changes to Assessment Plan:

	Changes Planned
Revise Student Outcome Objective(s)	
Revise Measurement Approach(es)	
Collect / Analysis Additional Data and Information	
Change Method(s) of Data Collection	
Change Timetable for Data Collection	
Other planned change(s)	

Details for each checked item:

Changes to Academic Processes:

	Changes Planned
Modify Frequency or Schedule of Class Offerings	
Make Technology Related Improvements	
Make Personnel Related Changes	
Implement Additional Training	
Revise Advising Standards or Processes	
Revise Admission Criteria	

Other Implemented/planned change(s)	
-------------------------------------	--

Details for each checked item:

Changes to Curriculum:

	Changes Planned
Revise and/or Enforce Prerequisites	
Revise Course Sequence	
Revise Course Content	
Add Course(s)	
Delete Course(s)	
Other implemented / planned change(s) (<i>i.e.</i> change/ rubric(s), change to flipped teaching, course changed to hybrid or fully on-line...)	

Details for each checked item:

IV. Program Highlights

Narrative summary of results

* **Direct measures** examine actual results such as research papers, presentations, test results, case analysis, projects ...

** **Indirect measures** examine perceptions relative to the outcome. Typically measures that are based on surveys, focus groups, and other methods to gather opinion through samples of respondents are considered to be indirect this can be senior exit or graduation survey, or survey of student internship mentor or employee. You should have at least one Indirect Measure Assessed somewhere in the program

Final Step in Assessment

All forms and reports will be up-loaded into the proper folder. The Office of Institutional Effectiveness will set a calendar for when information needs to be loaded. The Office will hold workshops during each semester to facilitate the assessment process. The Institutional Effectiveness Committee will meet to evaluate assessment reports and provide feed-back to the programs.

Appendix

Rubric for Evaluating Academic Assessment Reports Florida Memorial University

Program:

Date reviewed:

Reviewer(s):

	Exemplary	Acceptable	Developing	Comment
<p><u>Mission Statement</u> Linked to the Mission of Florida Memorial University. A concise statement outlining the purpose of the academic program who it serves, in what ways, and with what result</p>	<input type="checkbox"/> Clear and concise. <ul style="list-style-type: none"> • Statement of the academic support unit's purpose. • Indicates primary functions or activities or academic program. • Identifies stakeholders. • Aligned with respective professional organization and program-specific bodies, if applicable. • Specific to the academic program (identifies the program and what it does that separates it from others). 	<input type="checkbox"/> Statement of the academic program supports program's purpose. <ul style="list-style-type: none"> • Identifies stakeholders. • Identifies and distinguish from other academic programs. 	<input type="checkbox"/> General statement of the intent of the academic program. <ul style="list-style-type: none"> • Doesn't identify stakeholders. • Too general to distinguish academic program or too specific to encompass the entire mission. 	
<p>Student Learning Outcomes are clearly stated and make effective assessment possible</p>	<input type="checkbox"/> SLOs articulate specific, measurable expected competencies or outcomes to be demonstrated All statements use action verbs (according to Bloom's Taxonomy)	<input type="checkbox"/> SLOs broadly state expected outcomes Some statements use action verbs (according to Bloom's Taxonomy)	<input type="checkbox"/> SLOs are too broad or vague to measure easily Statements do not use action verbs (according to Bloom's Taxonomy)	
<p>Means of Assessment is reasonable and measurable (Type of measure used, i.e. Essay, Portfolio, national exam, survey, presentations ... Rubrics Provided and used as part of Assessment)</p>	<input type="checkbox"/> Criteria &/or rubrics articulate specific levels of performance required to meet expectations	<input type="checkbox"/> Criteria are clear and provide guidance on how to evaluate performance	<input type="checkbox"/> Vague criteria allow for wide discrepancies in interpretation	

Direct measure(s)	<input type="checkbox"/> Direct measure(s) provide observable evidence of achievement of all SLOs	<input type="checkbox"/> Direct measure(s) provide some evidence of achievement of all SLOs	<input type="checkbox"/> Direct measures miss important student learning outcomes or are not relevant to SLOs	
Indirect measure(s)	<input type="checkbox"/> Indirect measure(s) provide evidence of achievement of student learning outcomes	<input type="checkbox"/> Data collection allows for some evaluation of SLOs	<input type="checkbox"/> Minimal data collected to evaluate SLOs	
Criteria for Success is reasonable and measurable	<input type="checkbox"/> Criteria &/or rubrics articulate specific levels of performance required to meet expectations	<input type="checkbox"/> Criteria are clear and provide guidance on how to evaluate performance	<input type="checkbox"/> Vague criteria allow for wide discrepancies in interpretation	
Results	<input type="checkbox"/> Presents specifics of data analysis that support of findings on student achievement of SLO	<input type="checkbox"/> Some detail present in analysis, but links to student learning less clear	<input type="checkbox"/> Analysis generalized; not clear how used to improve student learning	
Use of results to improve student learning (Change implemented as a result of assessment)	<input type="checkbox"/> Specific changes made to curriculum &/or instruction to improve student learning	<input type="checkbox"/> Not clear how results used to improve learning	<input type="checkbox"/> Report provides no discussion of intent to improve learning	
Action Plan	<input type="checkbox"/> Specific plan to improve student learning is presented	<input type="checkbox"/> Not clear on plan to improve student learning	<input type="checkbox"/> Report provides no plan for improvement of student learning	
Rate as Yes/No/Not Apply		Y/N/NA		Comment
Use of Results from Last Assessment Cycle	Assessment provides evidence that earlier changes have improved learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
Results, Uses of Results and Action Plans from past three years are included	Assessment Report provides evidence that Results have been used to make improvements of student learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
Narrative Summary	Detail Summary of Results is included	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
Program Highlights	Program Highlights is included.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		

Summary of Assessment
<p><i>Provide written summary of report and suggested actions, i.e.</i></p> <ul style="list-style-type: none"> • <i>Outstanding report to be shared with other units</i> • <i>Areas for improvement</i> • <i>Implementation of assessment - Implementation provides sufficient data to evaluate SLOs effectively</i> • <i>Evaluation of student learning - Criteria &/or rubrics articulate specific levels of performance required to meet expectations</i> • <i>Program focus on student learning - Using assessment to improve student learning over time is integrated into fabric of program</i> • <i>Use of results to improve student learning (Change implemented as a result of assessment)- Specific changes made to curriculum &/or instruction to improve student learning</i> • <i>Assessment of change - Assessment provides evidence that earlier changes have improved learning</i> • <i>Assess/evaluate assessment - Evidence of evaluation of assessment methods</i>

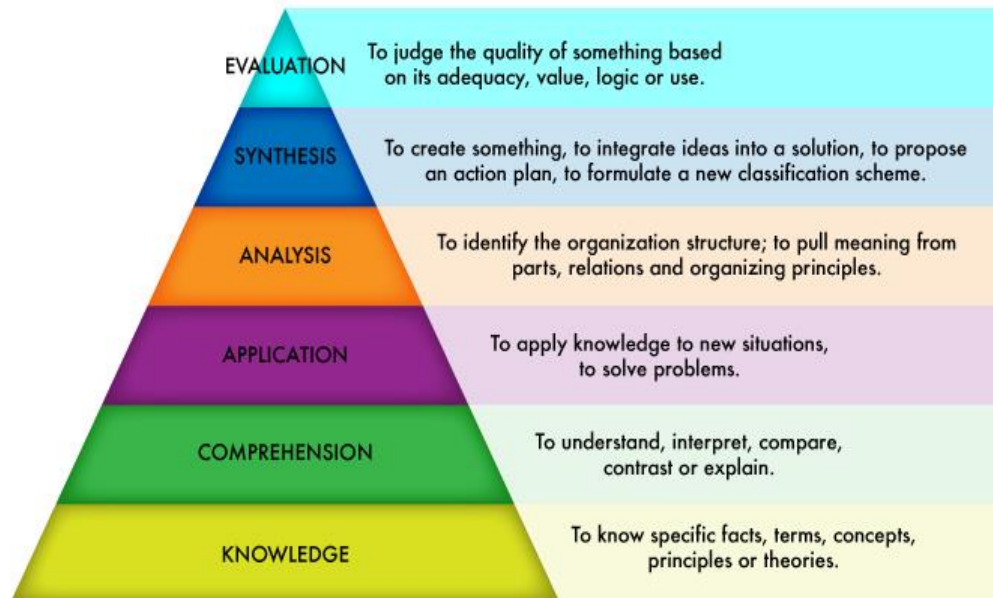
		The Knowledge Dimension			
		Factual	Conceptual	Procedural	Metacognitive
Blooms Taxonomy		(The basic elements a student must know to be acquainted with a discipline or solve problems in it.)	(The interrelationships among the basic elements within a larger structure that enable them to function together.)	(How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.)	(Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.)
The Cognitive Process Dimension	Create (Put elements together to form a coherent or functional whole; reorganize	Generate a log of daily activities.	Assemble a team of experts.	Design an efficient project workflow.	Create a learning portfolio.

	elements into a new pattern or structure.)				
Evaluate (Make judgments based on criteria or standards.)	Check for consistency among sources.	Determine relevance of results.	Judge efficiency of sampling techniques.	Reflect on one's progress.	
Analyze (Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.)	Select the most complete list of activities.	Differentiate high and low culture.	Integrate compliance with regulations.	Deconstruct one's biases.	
Apply (Carry out or use a procedure in a given situation.)	Respond to frequently asked questions.	Provide advice to novices.	Carry out pH tests of water samples.	Use techniques that match one's strengths.	
Understand (Construct meaning from instructional messages, including oral, written and graphic communication.)	Summarize features of a new product.	Classify adhesives by toxicity.	Clarify assembly instructions.	Predict one's response to culture shock.	

	<p>Remember</p> <p>(Retrieve relevant knowledge from long-term memory.)</p>	<p>List primary and secondary colors.</p>	<p>Recognize symptoms of exhaustion.</p>	<p>Recall how to perform CPR.</p>	<p>Identify strategies for retaining information.</p>
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<http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

BLOOM'S TAXONOMY



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