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Chaffee + Kansas

Considerations related to Academic Assessment – DRAFT; WORKING COPY

- The goals of assessment are to provide evidence of student learning/achievement, of program effectiveness, and of faculty engagement in program review/revision informed by and leading to increased effectiveness and learning.
- All courses/programs must be assessed. However, this does not mean that every measure of every course outcome from every course must be assessed every time a course is taught. Nor does it mean that every program measure for every program outcome must be measured every year. <http://www.learningoutcomeassessment.org/TFComponentSLOS.htm>
 - Grading of students occurs every semester. Course evaluations (student view of the course), and faculty evaluations (dean’s view of the faculty) occur in a scheduled pattern. Course Assessment (a composite view of the effectiveness of the course in producing student learning and achievement) defines how we gather and review information continuously, incorporate the findings into actions regularly, and produces reports documenting evidence and actions periodically.
- Faculty individually, and corporately, must determine the appropriate assessment plans for their courses/programs while ensuring that institutional assessment data is sufficient to provide “a systematic means for evaluating the data, making recommendations for change, and then reassessing the impact of the change” HLC report 2011. <http://www.pdx.edu/cae/cae/assessment-step-by-step>
 - At the school level, assessment plans must be structured to allow completion of at least one full cycle (through reassessing the impact) for approximately 50% of all active courses and programs by 2016.
- High quality student learning outcomes (SLOs) must be defined for every active course and program.
 - Faculty/schools eventually enter all course/program outcomes into Tracdat, irrespective of which are the current focus of active assessment data collection/reporting, indicating those that are not actively being assessed.
 - In addition to SLOs, units can also define support, administrative or resource goals as appropriate.
- High quality means/measures must be used to assess achievement of course and program outcomes - leading to findings which are useful to improve student learning/achievement, increase program effectiveness, and inform faculty-led actions.
 - Some outcomes may require multiple measures/methods (faculty survey, student survey, direct student performance, advisory board input, etc). http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based_assessment/ch4.php
- Courses required in academic programs should be mapped to essential program outcomes where appropriate (see “Related Courses” on the “Assessment Plan” tab), but not every course outcome will map to the program, and not every program outcome will necessarily be mapped to or assessed through a course outcome. <http://manoa.hawaii.edu/assessment/howto/mapping.htm>
- Keep the focus on evidence of student learning, and limit assessment activities to those areas which will give the best information for faculty/school decisions related to learning, effectiveness and improvement (stay below “critical mass”).

LSSU Assessment Resource Links: <http://www.lssu.edu/assessment/resources.php#outcomes>

National Institute for Learning Outcomes Assessment Toolkits: <http://www.learningoutcomeassessment.org/tests.htm>

Tool Kit

<ul style="list-style-type: none"> Tests Surveys Portfolios Curriculum Mapping Benchmarking Handbooks Rubrics 	<ul style="list-style-type: none"> Transparency Framework Principles of Assessment Measuring Quality
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NILOA Resource Library <http://www.learningoutcomeassessment.org/publications.html>

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| <ul style="list-style-type: none"> • Accountability • Accreditation • Assessment history and trends • Assessment plans • Assessment resources • Assessment Subcommittee • Benchmarking • Blogs • Case studies • Civic learning/engagement • Classroom assessment • Community college • Costs and value of assessment • Course-embedded assessments | <ul style="list-style-type: none"> • Culture of evidence • Current assessment activities • Curriculum Mapping • Data and Technology • Degree Qualifications Profile (DQP) • Evaluation • Evidence of student learning • Faculty Engagement • General education assessment • Listservs • Measures of student learning • Minority serving institutions • Newsletter | <ul style="list-style-type: none"> • NILOA • Policy • Portfolio • Professional Networks • Program level assessment • Rubrics • Scholarship of teaching and learning • Student affairs • Student learning outcomes statements • Transparency • Using assessment for improvement • Viewpoint • Website |
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	Undeveloped	Developing	Proficient
<p>Course Student Learning Outcome (SLO) Statements</p> <p>For more information see http://www.lssu.edu/assessment/resources.php: Index of Assessment Resources and specifically this site - Writing Student Learning Objectives</p> <p>All course SLOs should be listed</p>	<p>SLOs do not consistently address Audience, Behavior, and Condition elements, weak connection between learning outcomes and achievement; minimal description of specific knowledge, skills, or abilities (KSA) that students should acquire as a result of completing course.</p>	<p>Some SLOs contain Audience, Behavior (KSA) and Condition elements and/or are based student achievement. Descriptions of specific KSAs present for some but not all outcomes, some aspects of SMART outcomes present.</p>	<p>Course outcome statements consistently reflect Audience, Behavior (KSA) and Condition elements. Outcome statements are judged to be appropriate and reflect measurable KSAs. SLOs are appropriately SMART. Evidence that outcomes represent the collaborative thinking of the program’s faculty and reflect program goals where appropriate.</p>
<p>Comments:</p>			
<p>Means of Course Assessment</p> <p>For more information see: Index of Assessment Resources and specifically this site - Methods and Strategies</p> <p>Only “active” SLO’s are reviewed</p>	<p>Few active SLOs have an identifiable means of assessment. Overall the assessments are not adequately precise nor are the assessments uniformly appropriate for the SLOs.</p>	<p>Some active SLOs have assessment means/methods deemed to be an adequate measure of the proposed outcomes, and/or the proposed assessment plan may lack essential components (who, what, where, when). The means of assessment have yet to be formally implemented or there are implementation flaws.</p>	<p>The majority of active course level SLOs have an assessment measures that addresses all essential components (who, what where, when). Multiple means of assessment are used for most outcomes. The assessment instruments are currently being implemented and are free of implementation flaws (i.e. they are precise and appropriate). The means of assessment represent the collaborative thinking of the program’s faculty/staff.</p>
<p>Comments:</p>			
<p>Criteria/Target/Threshold for Assessment</p>	<p>Few active course SLOs have descriptions of benchmarks or appropriate criterion for success. The level of acceptable performance is not given or unclear.</p>	<p>Criteria for success offered for a majority of the active course level SLOs, but are lacking in specificity (e.g., performance will be greater at post-test). Acceptable performance stated but without detail necessary for review by a reader unfamiliar with the assessment.</p>	<p>Well defined criteria for success (e.g., there will be a 60% increase in scores from pre to post test) for all active course level SLOs. The proposed criteria for success represent the collaborative thinking of the program’s faculty/staff. Language used allows a reader unfamiliar with the assessment to understand the expectations for acceptable performance. Criteria allow practical assessment of student gains.</p>
<p>Comments:</p>			
<p>Course Assessment Findings - Summary of Evidence</p> <p>An executive summary analyzing the results of assessment activities, attach evidence, samples of student work, survey findings, etc. as a “Related Document” in Tracdat under “Findings”</p>	<p>No evidence or findings offered for active SLOs, or only a rudimentary plan for evidence gathering in courses, or student data is not summarized with any specificity, or does not match the stated assessment method.</p>	<p>A sufficient amount of evidence has been gathered for active course level SLOs, but the evidence has yet to be formally analyzed to give the reader understanding of student mastery or obvious trends or variations in the data.</p>	<p>A formal summary of evidence is generated and disseminated among all program faculty/staff for active course level SLOs. Student performance data is presented clearly, trends or variations are summarized. The number or percentage of students meeting the expectations is framed to assess changes in learning over time.</p>
<p>Comments:</p>			

	Undeveloped	Developing	Proficient
Action Plan – Action Taken, Use of Findings/Results for Planning	Active SLOs have limited or no formal summary of evidence stemming from assessment, no evidence of dialogue among faculty/staff regarding findings or subsequent action. The use of assessment data to guide change is not evident.	Some evidence that active SLO assessment was used in dialogue among faculty/staff to systematically improve the course. Language does not clearly indicate how assessment results were used to improve student achievement of assessment accuracy, or results do not inform change to affect future activities/learning.	Evidence is provided that the program has used assessment results to implement proposed strategies for student learning, course effectiveness and/or assessment accuracy. Language must clearly indicate where faculty/staff decisions were influenced by student learning data even when no operational changes may have resulted.
Comments:			
Overall Course Level Implementation of SLOs	There is preliminary, investigative dialog about course level SLOs. There is recognition of existing practices and statements of courses objectives. There is evidence the faculty has discussed how to define course level SLOs in their discipline.	The course has defined SLOs and established appropriate measures for two or more active outcomes. Assessment methods for active course level SLOs are defined but may lack refinement or strong connection to SLOs. Weak evidence of finding discussed or used to implement change.	SLOs and means of assessment are in place for the all active outcomes. Results of assessment are being used for improvement and there is evidence of a dialogue at school level about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. The assessment planning reflects intentional review of all SLOs over time.

COURSE:		
	School Review	Assessment Committee Review
Review Date:		
Findings:	<input type="checkbox"/> Revision Needed – see feedback <input type="checkbox"/> Approved	<input type="checkbox"/> Revision Needed – see feedback <input type="checkbox"/> Approved
Feedback:		
Immediate Actions before Approval:		
Recommendations for the future:		
Reviewers:		

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