

Developing the Academic Assessment Plan

Step-By-Step Overview

1. State a Student Learning Outcome (SLO).

Expectations:

- Academic Assessment Plans should include at least four program student learning outcomes.
- Each SLO reflects what you want your students to learn by the time they graduate from your program.
- Program student learning outcomes should address student learning at Bloom's upper cognitive levels (analysis, synthesis and evaluation.) These would be represented in courses at the 3000 and 4000 level. 1000 and 2000 level courses typically utilize Bloom's lower cognitive levels (knowledge, comprehension, and application.)
- Outcomes are specific, measureable, and a result of student learning.

Tips:

- Please do not directly reference the NWOSU mission or strategic plan when stating your program's student learning outcomes.
- Don't use Faculty Learning Outcomes or Program Outcomes by saying "The faculty will..." or "The mission of the program is to..."
- Avoid using words like "understand," "learn," "know," "appreciate," "become aware of," and "become familiar with." There is no product involved. These are not measurable.

Resources:

- Bloom's Taxonomy grid
- Action Verb Examples
- Higher Learning Commission's "Student Learning, Assessment, and Accreditation"
- Higher Learning Commission's Criterion Three

2. Detail the Methodology used to measure the SLO.

Expectations:

- Programs should utilize multiple methodologies (both direct and indirect) when assessing student learning.
- Programs must include at least one direct measure of assessment per stated student learning outcome

Tips:

- Refer to a specific assignment for a specific course
- Do not use syllabi review as a methodology or measure

Resources:

- Assessment Methodologies Matrix

3. Describe the Measure of Success employed.

Expectations:

- We are striving for excellence. We suggest these guidelines regarding what percentage to use as a cut mark: 80% of students at or above a grade of 80%

Tips:

- Reference a percentage grade instead of a letter grade when stating measure of success and findings. Do not use letter grades.
- Reference a percentage grade for an assignment instead of an aggregate GPA. Aggregate GPA is too broad.

4. What were the Findings or results of assessment?

- Give good thought and analysis to this
- What does the data imply?

5. What Did Your Data Tell You? How do you interpret the results you found?

- Did your students meet your expectation?

6. What Program Modifications are suggested based upon your findings?

- Are you getting the information that you need?
- If students met or exceeded expectations, is there still something that can be done to change or improve the program?
- Were your original expectations too low?
- Can your level of expectation or cut marks be elevated?
- If your students are meeting the current objectives, can you set a higher level of Bloom's cognition in new SLOs?
- Can we implement a new methodology?
- Can we take a new approach?

Checklist

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|---|---|---|
| 1. Does the plan specify at least <u>four</u> separate Student Learning Outcomes? | Y | N |
| 2. Does each SLO reflect what you want your students to learn by the time they graduate from your program? | Y | N |
| 3. Are clear action verbs, resulting in overt and observable behavior and addressing Bloom's upper cognitive levels, used to state each SLO? | Y | N |
| 4. Is each outcome: | | |
| a. Specific? | Y | N |
| b. Measurable? | Y | N |
| c. A result of student learning? | Y | N |
| 5. Are multiple methodologies, including at least <u>one direct measure</u> , used to measure student success? | Y | N |
| 6. Are the cut marks used for measures of success set at reasonable standards of excellence? (Ex: 80% of students will score at or above 80%) | Y | N |
| 7. Can the results be used to make decisions on how to improve the program? | Y | N |