

Institutional Effectiveness Professional Development Academic Programs

Student Learning Outcomes

- Specific, measurable statement
- Focus on knowledge, skills, attitudes obtained
- Bloom’s Taxonomy – action verbs
- Appropriate for level – undergraduate, master’s, doctoral

Assessment Method

- Aligns with student learning outcome
- Direct measures (paper, presentation, project, portfolio, performance, exam)
- Identify assignment as well as evaluation tool, if needed (rubric applied to thesis)
- Provides data that is accurate, detailed, relevant and actionable
- NO course grades, course completion, GPA analysis
- NO indirect measures (self-report, satisfaction survey, exit interview, teach evaluations)

Finding

- Clear, concise summary statement
- Reported in aggregate form (no individual identifying information)

Action

- Closing the loop
- Changes being implemented for improvement
- Must clearly be based on data collected
- NO maintenance or continue to monitor

Considerations

This type of student learning outcome assessment is not for the purpose of individual student program progression, but rather so that evidence-based improvements can be made to instruction. Consider whether the data obtained will be detailed enough to be actionable (e.g., grades on assignment won’t be useful, but exam sub-scores or rubric results will be helpful). Closing the loop action plans may sometimes be substantial curriculum changes, but can also include changing instructors/textbook, adding/changing assignments, implementing new materials/technology, pedagogy modifications or additional faculty/student support, etc.

Examples

Student Learning Outcome	Assessment Method	Finding	Action
Students will demonstrate an understanding of fundamental concepts in the fields of organismal biology, evolutionary biology, genetics, and ecology.	Final exam in BIOS 100 (or ETS major field test).	80% of students correctly answered the majority of items in all sections, except for genetics – 35% of students missed 3 or more of the 5 questions in this section.	Additional class time will be devoted to genetics instruction, extra practice questions will be given as homework assignment, exam items will be re-evaluated.

Student Learning Outcome	Assessment Method	Finding	Action
Students are able to conduct independent research.	Research paper graded by rubric.	85% of students achieved a score of 3 or higher on two components, but only 60% achieved a score of 3 or higher on the ability to synthesize information in literature review.	Disseminate three examples of quality literature reviews as required reading assignments prior to paper assignment.

Student Learning Outcome	Assessment Method	Finding	Action
Students will apply skills related to the editorial process of magazine publishing.	Internship evaluation completed by site supervisor.	70% of students scored satisfactory or above on evaluation items, 30% of students scored unsatisfactory on proofreading element; evaluation comments from site supervisors indicated theme of unprofessionalism.	Two in-class proofreading assignments will be added in Fall semester; invite industry professional as guest speaker to discuss detailed expectations of professional work behavior.

Student Learning Outcome	Assessment Method	Finding	Action
Students will demonstrate proficiency in three art media.	Portfolio graded using evaluation checklist.	75% of students achieved benchmarks 25% showed inadequate blending skills in water color.	Emphasis on blending skills in water color unit.

Student Learning Outcome	Assessment Method	Finding	Action
Students will communicate effectively in oral presentation of work.	Thesis defense, graded by faculty jury with department checklist.	All five students satisfactorily demonstrated appropriate eye contact, self-confidence, professionalism, enthusiasm, and timing/pace. Use of visual aids was very effective. Content was good, major area of weakness was organization.	Provide one sheet with guidance on organization. Encourage visual aids that enhance presentation.