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

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Method</th>
<th>Finding</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate an understanding of fundamental concepts in the fields of organismal biology, evolutionary biology, genetics, and ecology.</td>
<td>Final exam in BIOS 100 (or ETS major field test).</td>
<td>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.</td>
<td>Additional class time will be devoted to genetics instruction, extra practice questions will be given as homework assignment, exam items will be re-evaluated.</td>
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<td>Students are able to conduct independent research.</td>
<td>Research paper graded by rubric.</td>
<td>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.</td>
<td>Disseminate three examples of quality literature reviews as required reading assignments prior to paper assignment.</td>
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<td>Students will apply skills related to the editorial process of magazine publishing.</td>
<td>Internship evaluation completed by site supervisor.</td>
<td>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.</td>
<td>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.</td>
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<td>Students will demonstrate proficiency in three art media.</td>
<td>Portfolio graded using evaluation checklist.</td>
<td>75% of students achieved benchmarks; 25% showed inadequate blending skills in water color.</td>
<td>Emphasis on blending skills in water color unit.</td>
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<td>Students will communicate effectively in oral presentation of work.</td>
<td>Thesis defense, graded by faculty jury with department checklist.</td>
<td>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.</td>
<td>Provide one sheet with guidance on organization. Encourage visual aids that enhance presentation.</td>
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