

# Educational Program Assessment Reporting

# Annual Report: Required Components

- 1) Mission Statement of your program
- 2) At least 3 Student Learning Outcomes
- 3) At least 2 direct measures per Student Learning Outcome
- 4) Description of each measure, why it was selected, what it measures and the target score
- 5)





# Writing Student Learning Outcomes

Student Learning Outcomes should be written as:

Students will be able to ... (insert action verb) (insert subject content \*specific knowledge, value or skill\*) (insert level of achievement) (insert condition of performance if applicable).

Use [Bloom's Taxonomy \(1956\)](#) to select appropriate verbs for your learning outcomes.

# Bloom's Taxonomy

100%

evaluate

Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify stand or decision

remember

define, duplicate, list, memorize



# Verbs Matter

Use concrete action verbs that specify a terminal, observable, and successful performance rather than passive verbs that are not observable.

For example, these are not observable and are difficult to quantify:

“be exposed to”

“be familiar with”

“develop an appreciation of”

[Bloom's Taxonomy Action Verbs](#) provide strong verbs that specify a terminal, observable and successful performance.

# Examples of Student Learning Outcomes

## Natural Sciences

- Students can apply the scientific methodology in a research proposal.
- Students can evaluate the validity and limitations of theories and scientific claims in experimental results.
- Students can assess the relevance and application of science in everyday life.

## Psychology

- Graduates can write research papers in APA (American Psychological Association) style.
- Graduates can analyze experimental results and draw reasonable conclusions from them.
- Graduates can recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, behaviorist, humanistic, and cognitive approaches to psychology.

## History

- Students can list major events in American history.
- Students can describe major events and trends in American history.
- Students can apply their knowledge of American history to examine contemporary American issues.



# Questions to Consider

# Direct Measures

Each Student Learning Outcome must be assessed by at least two direct measures that assess the extent to which learning was achieved.

Direct measures directly assess the student learning outcome - the knowledge, skills and values students should be able to demonstrate.

They measure what students have learned and to what extent learning has occurred.

Identify the target score for the measure. Justify it by explaining how it is appropriate for the student learning outcome, the measure and the specific student population.

# Examples of Direct Measures

comprehensive exams

course-embedded exams

# Indirect Measures

You may also choose to use an indirect measure, in addition to the required two direct measures. This is optional.

Indirect measures indirectly measure learning. For example, they may capture student perceptions of their learning. These measures may include questionnaires, surveys, reflections, and curriculum analyses.

Note: Final course grades cannot be used to measure student learning outcomes.

# Examples of Indirect Measures

Surveys of students, alums, or employers

Focus groups of students, alums, or employers

Exit interviews

An external review of the program

Involvement records

Success of students after graduation (graduate school, job placement, etc.)

# Analysis of Results

# Analysis

The analysis includes any trends or patterns noted in the data and a description of identified gaps in student learning.

The analysis describes how the data supports whether students have mastered the student learning outcome and if the target has been met.

If a program is offered 100 percent online AND 100 percent in person, disaggregate data by modality in the data table and in the analysis.

If a program is offered at an off-campus instructional site, disaggregate data by location in the data table and in the analysis.





# Continuous Improvement

Based on an analysis of data, programs must identify continuous improvement actions that change curriculum and/or pedagogy to support student learning in a specific course or courses.

Identify the course(s) by name.

These changes must be monitored over time to determine if they were successful in supporting student learning.

Programs should track the progress of these changes and report them.



# Outcomes Mastered

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Analyze the data closely. Identify any gaps that might be addressed - even if just a few students fell below benchmark.

Even if all students met benchmarks on direct measures, look for trends that indicate gaps on particular questions or sections of the assessment.

How can you adjust curriculum to address these learning gaps? Can you offer additional opportunities for practice to address these learning gaps?

# Questions?

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