

Student Learning Outcomes Assessment Feedback Guide for Academic Programs

Degree Program: _____

Date: (semester we review) _____

Learning Outcome: _____

	Incomplete	Basic	Well Developed	Highly Developed
Student Learning Outcomes	<ul style="list-style-type: none"> ○ Outcome is incomplete or not appropriate for degree level ○ Outcome is not measurable ○ Outcome does not indicate what students should know or be able to do 	<ul style="list-style-type: none"> ○ Outcome is appropriate for degree level ○ Outcome is measurable ○ Outcome indicates what students should know or be able to do, but covers too many items; needs to be clarified 	<ul style="list-style-type: none"> ○ Outcome statement is clearly related to the degree program and reflects departmental goals ○ Outcome is measurable and clearly indicates how students can demonstrate their learning 	<ul style="list-style-type: none"> ○ The outcome reflects national disciplinary standards and includes indicators of quality ○ Outcome is measurable and clearly indicates how students can demonstrate their learning ○ Faculty have agreed on explicit criteria for assessing students' mastery of the outcome
Assessment Measures	<ul style="list-style-type: none"> ○ No assessment measures ○ No direct measures are used; indirect measures (self-reports, surveys) only ○ Grades are included as measure of success ○ Measure does not link to outcome 	<ul style="list-style-type: none"> ○ Direct measures (papers, projects, presentations, assignments, art work, senior thesis, etc.) are used ○ Grades are not used to indicate learning ○ Measure contributes actionable information 	<ul style="list-style-type: none"> ○ Direct measures are used ○ Measure contributes actionable information ○ Appropriate student work and sufficient samples are used in assessment 	<ul style="list-style-type: none"> ○ Direct measures are used ○ Appropriate student work and sufficient samples are used ○ Outcome measures also have supporting indirect data sources ○ Faculty have agreed upon criteria, such as rubrics or scoring guides, and have identified examples of student performance at varying levels for each outcome
Findings	<ul style="list-style-type: none"> ○ Data have not been collected/no findings are documented ○ Findings are not related to the outcome ○ Findings are not related to an expected target 	<ul style="list-style-type: none"> ○ Findings are documented, but data are insufficient for program-level assessment ○ Findings are related to the outcome ○ Findings are related to an expected target 	<ul style="list-style-type: none"> ○ Sufficient data have been collected for program-level assessment ○ Findings are related to the outcome and an expected target ○ Findings are well analyzed ○ Data inform faculty at the degree program level 	<ul style="list-style-type: none"> ○ Data are collected systematically, on a recurring basis ○ Findings are related to the outcome and an expected target ○ Findings are well analyzed ○ Faculty use data to make program improvements.

Comments:

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Good Practices in Creating Student Learning Outcomes and Measures

Student Learning Outcomes: A student learning outcome must be a clear statement about what students will know or be able to do as a result of the degree program. For example, “Students will be able to communicate clearly the results of a research project both orally and in writing,” or “Students will be able to complete a research project using the methods and concepts central to this discipline” are both acceptable outcomes. Student learning outcomes are not course grades.

1. A student learning outcome must be measurable. For example, an outcome that refers to students becoming global thinkers would have to identify measurable indicators of this quality, such as being able to analyze different cultural norms regarding the use of energy.
2. A student learning outcome should reflect important program goals.

Measures:

1. All student learning outcomes must be assessed by a direct measure. (Indirect measures, such as surveys, are appropriate as supplemental measures.) Direct measures assess the level of achievement of an outcome by employing expert judgment, usually that of faculty, using agreed upon criteria such as might be reflected in a faculty-team developed scoring guide/rubric or test.
2. Student work that is used to determine achievement of the outcome might include papers, projects, presentations, assignments, exam questions, art work, etc.
3. A measure may be used for more than one outcome. For example, a senior project or thesis could be used to assess a writing outcome and a research-related outcome.
4. Both qualitative and quantitative measures are acceptable. Thus, measuring an outcome with a review of student work by a team of faculty using a rubric (qualitative) and scores on licensure exams (quantitative) might be appropriate.