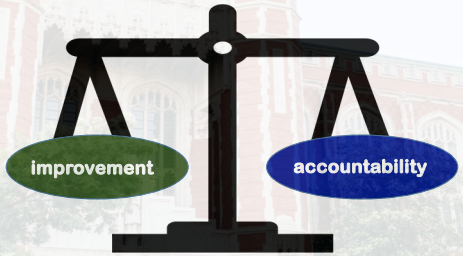
Designing And Implementing a Sustainable Assessment Process

Practical Strategies for Balancing Accountability and Improvement



Felix Wao, PhD
2023 Assessment Institute
Pre-Conference Workshop
October 29, 2023

1

Upon completion of this workshop, participants should be able to accomplish the following at their institutions:

- **Plan, implement and sustain an effective assessment program.**
- **Develop and implement practical strategies for balancing accountability and improvement.**

2

3

Part 1

Essential Elements of the Assessment Infrastructure

What's the current state of assessment at your institutions?

4

Effective Assessment Planning

...who does what when how?

Key Questions

- ❑ What's your assessment process?
- ❑ Are faculty involved in the process? If yes, to what extent? What are their interests and needs?
- ❑ Is your assessment process designed to meet both internal and external requirements?
- ❑ Do you have a schedule/timeline?
- ❑ What are your levels of assessment?
- ❑ Do you have an institutional committee? If yes, what does it do?
- ❑ Do you have assessment policies and procedures?
- ❑ Do you have a dedicated budget?

5

Assessment is...

"...is a systematic process of understanding and improving student learning."

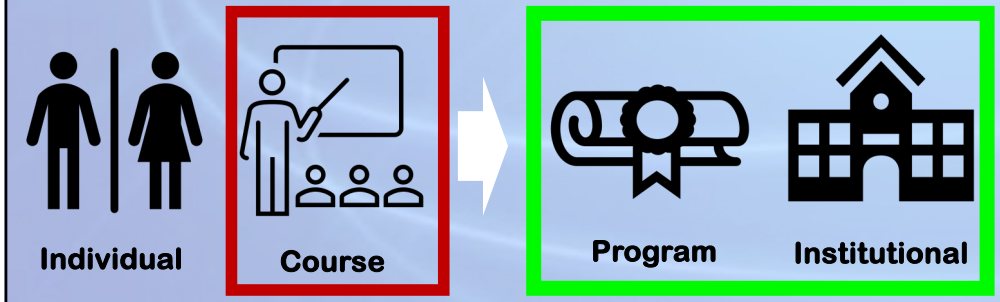
Angelo, 1995.

6

Assessment drives the teaching and learning process...

7

Levels of Assessment



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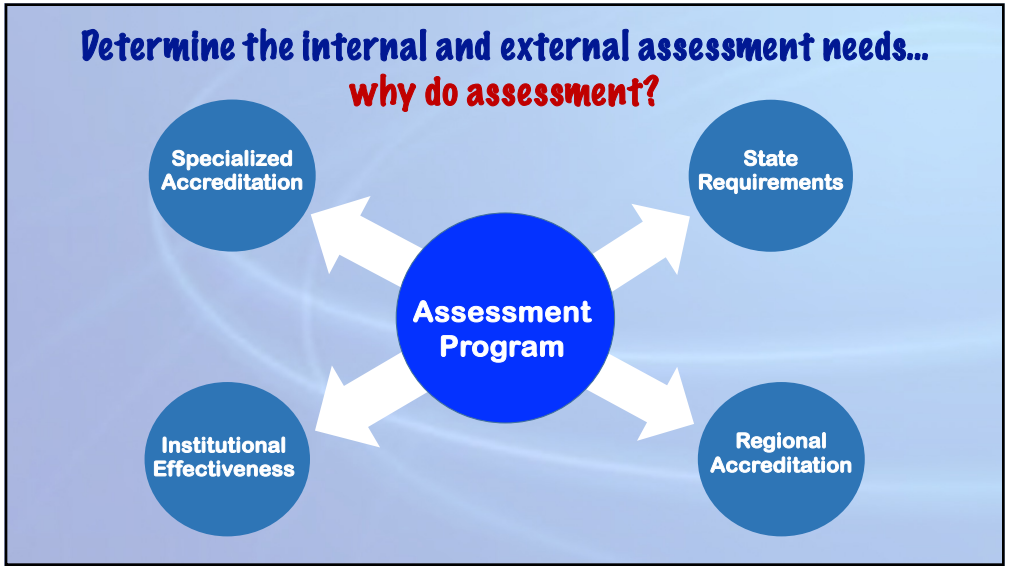

Determine the internal and external assessment needs...
why do assessment?
Specialized Accreditation
State Requirements
Assessment Program
Institutional Effectiveness
Regional Accreditation

9


Regional Accrediting Agencies in the U.S.
NECHE
New England Commission of Higher Education
WASC
WASC Senior College and University Commission
HIGHER LEARNING COMMISSION
MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
SACS COC
NWCCU
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

10

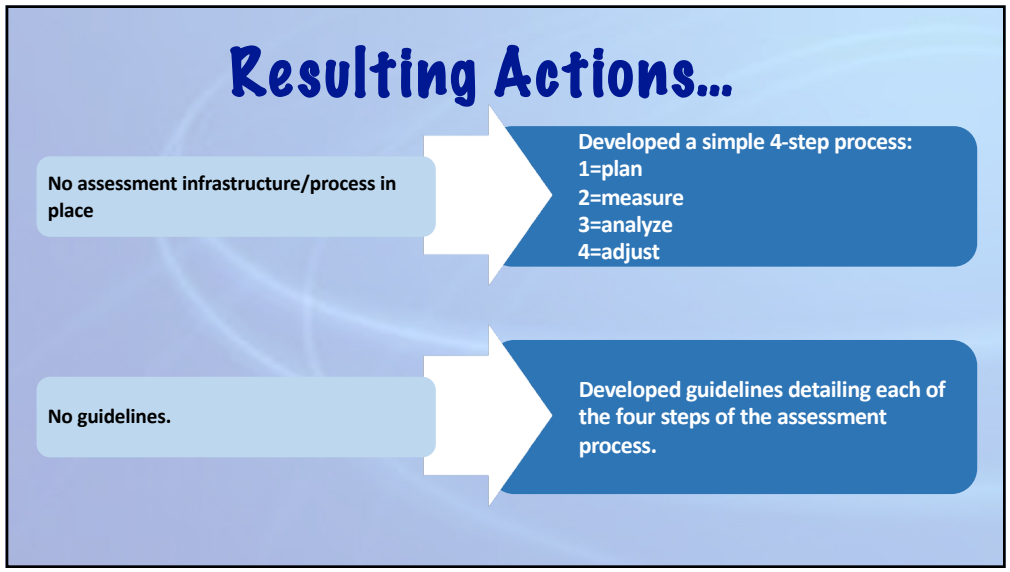
Similarities regarding assessment standards/criteria among regional accreditors

- All expect learning outcomes to be defined, articulated, assessed, and used to guide institutional improvement.
- None prescribes specific assessment practices or tools. Several provide structured guidance regarding ways to assess student learning.
- All agree that public disclosure of learning outcomes assessment information is an issue of institutional integrity.
- All emphasize faculty involvement especially with articulation of learning goals and of plans linking assessment to improvement.
- All reports deficiencies in documentation of assessment activities.

11

Needs Assessment... why is it important?

12


Resulting Actions…
No assessment infrastructure/process in place
Developed a simple 4-step process:
1=plan
2=measure
3=analyze
4=adjust
No guidelines.
Developed guidelines detailing each of the four steps of the assessment process.

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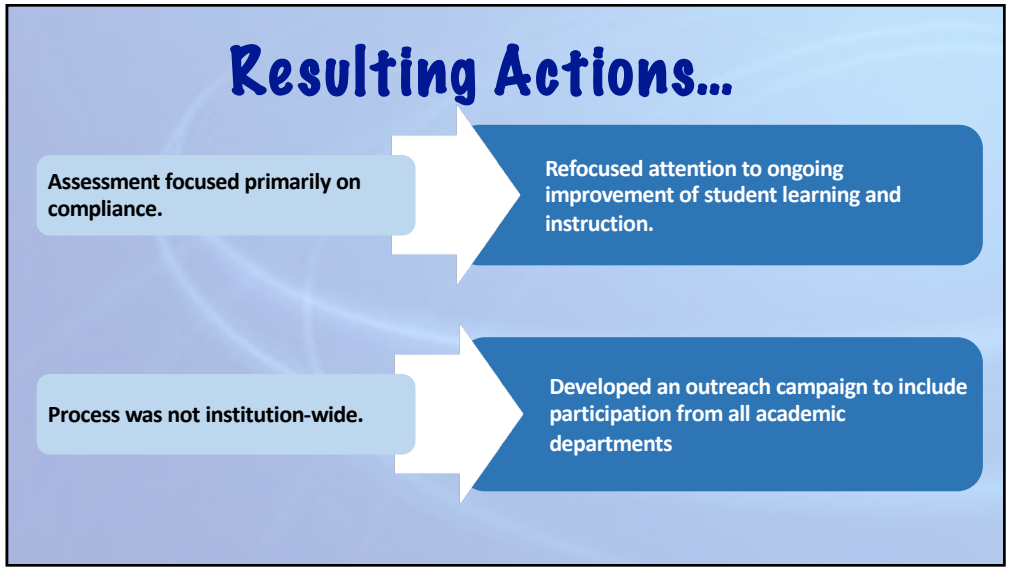
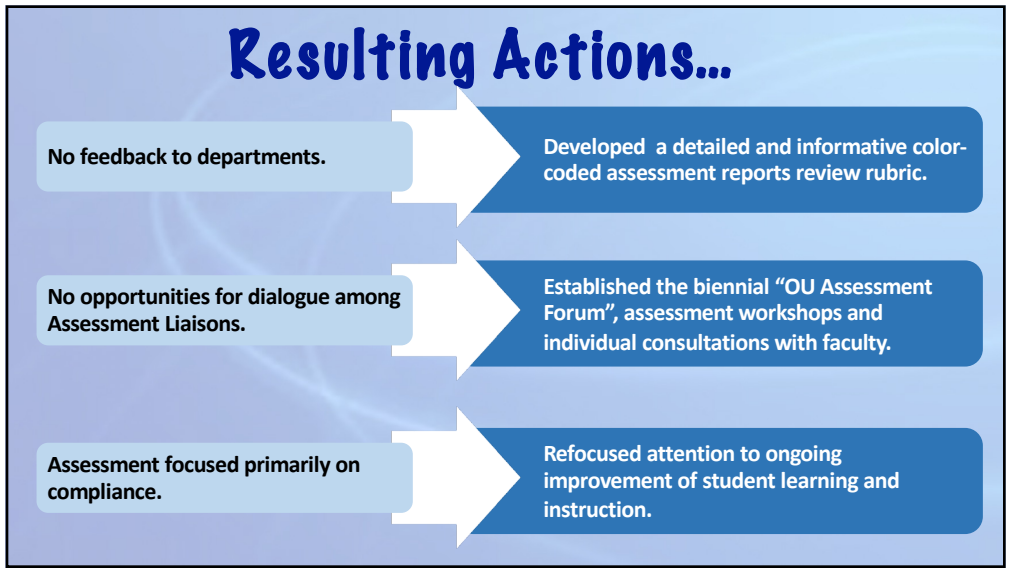
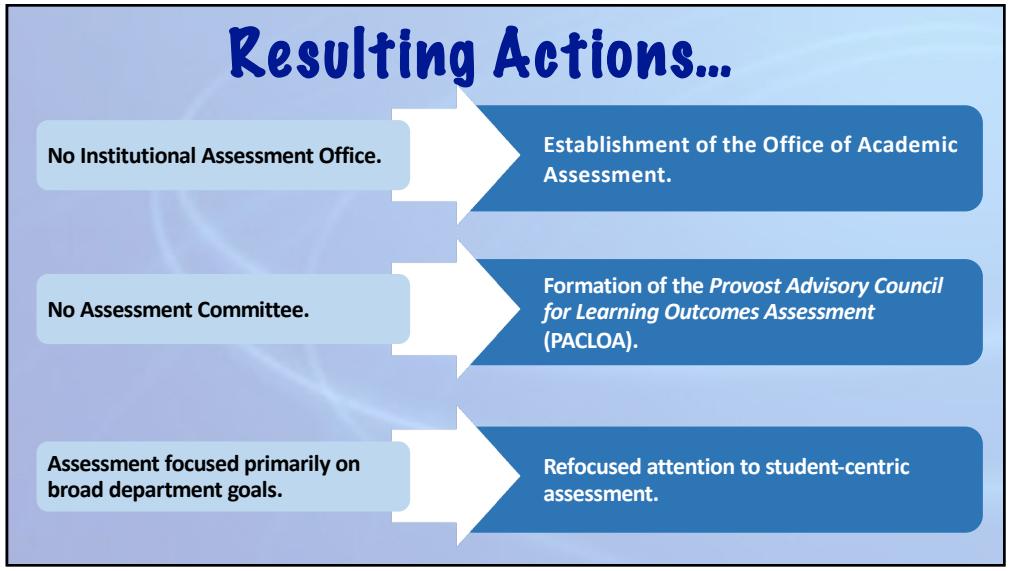

Resulting Actions…
Assessment focused primarily on compliance.
Refocused attention to ongoing improvement of student learning and instruction.
Process was not institution-wide.
Developed an outreach campaign to include participation from all academic departments

14


Resulting Actions…
No feedback to departments.
Developed a detailed and informative color-coded assessment reports review rubric.
No opportunities for dialogue among Assessment Liaisons.
Established the biennial "OU Assessment Forum", assessment workshops and individual consultations with faculty.
Assessment focused primarily on compliance.
Refocused attention to ongoing improvement of student learning and instruction.

15


Resulting Actions…
No Institutional Assessment Office.
Establishment of the Office of Academic Assessment.
No Assessment Committee.
Formation of the *Provost Advisory Council for Learning Outcomes Assessment* (PACLOA).
Assessment focused primarily on broad department goals.
Refocused attention to student-centric assessment.

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2nd
Workshop
Activity

17


Time for a Break!
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18

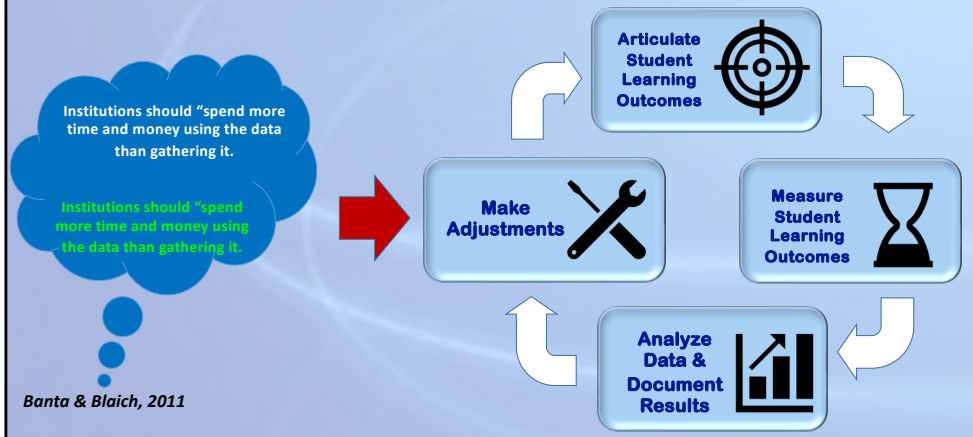
Part 2

Designing and Implementing the Assessment Process

Who does what when how?

19

Simple Steps of the Assessment Process



20

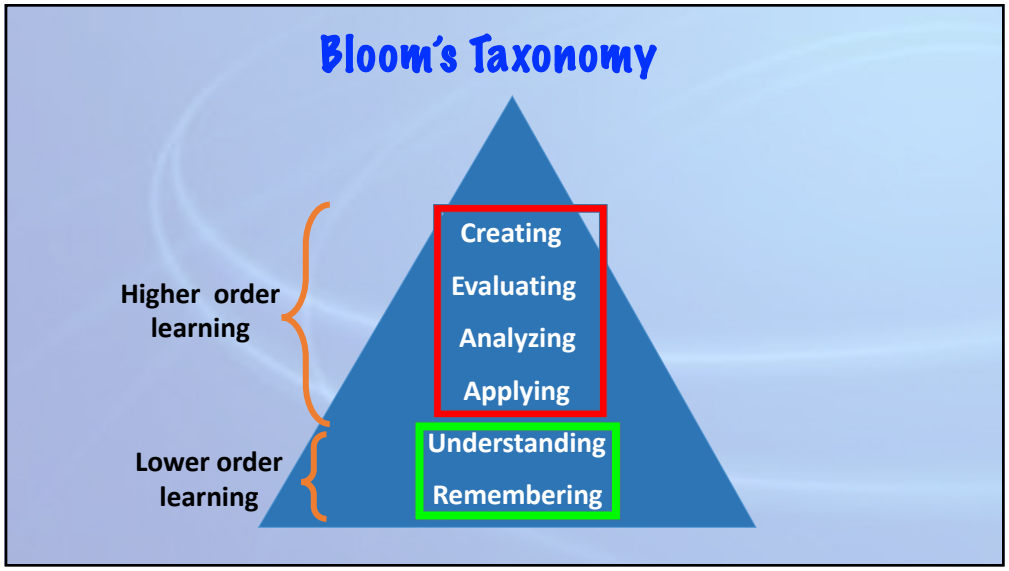
STEP 1: Articulate Student Learning Outcomes (SLOs)

Key Question…

What do you want students
to know and do
by the time they graduate
from your degree program?

21

Bloom's Taxonomy



22

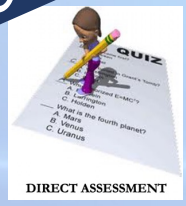
STEP 2: Measure SLOs

WHERE?

SIMPLE CURRICULUM MAPPING

STUDENT LEARNING OUTCOMES	CORE COURSES			
	A	D	E	F
1	✓	✓	✓	✓
2		✓	✓	✓
3	✓			✓

HOW?



DIRECT ASSESSMENT

INDIRECT ASSESSMENT

Hint:

- *Undergraduate: Focus on core courses and other educational experiences required of all students.*
- *Graduate: Center on culminating experiences and processes that prepare students for culminating experiences.*

23

Curriculum Map Template

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories								
Critical Thinking								
Communication Skills								
Quantitative Reasoning								
Application of Theories								
Problem Solving								

Build a Curriculum

24

Curriculum Map *(basic)*

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories			✓				✓	✓
Critical Thinking	✓		✓	✓			✓	✓
Communication Skills				✓	✓	✓		
Quantitative Reasoning								
Application of Theories					✓	✓		✓
Problem Solving								✓

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Curriculum Map *(with levels)...* *Any issues with this?*

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories							A	M
Critical Thinking	I		A	A			A	M
Communication Skills	I			A	A	A		
Quantitative Reasoning								
Application of Theories					A	A		
Problem Solving								M

MAPPING KEY:

I=Introduced A=Advanced M=Mastery

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Curriculum Map (with levels)... much better!

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories		I			A		A	M
Critical Thinking	I	I	A	A			A	M
Communication Skills	I	I		A	A	A	M	M
Quantitative Reasoning			I				M	M
Application of Theories	I				A	A		M
Problem Solving		I		A	A		M	M

MAPPING KEY:

I=Introduced A=Advanced M=Mastery

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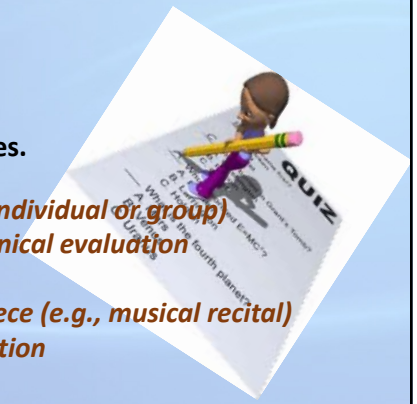
Direct Assessments

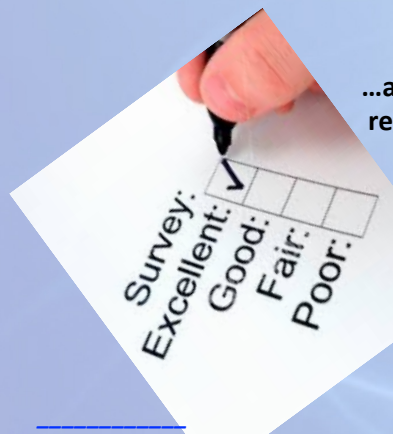
...are "measurement" strategies that require students to demonstrate achievement levels related to program-specific learning outcomes.

- *Pre and posttests*
- *Multiple-choice tests*
- *Essays*
- *Portfolio evaluation*
- *Case studies*
- *Reflective journals*
- *Capstone projects*
- *Class projects (individual or group)*
- *Internship or clinical evaluation*
- *Project Designs*
- *Performance piece (e.g., musical recital)*
- *Poster presentation*



**All the above methods, except for multiple-choice tests, require the use of rubrics to assess the quality of student performance.*

28



Indirect Assessments

…are reports of student "perceptions/opinions" regarding their learning.

- *Course Evaluations*
- *Transcripts*
- *End of Course Grades*
- *Interviews*
- *Focus Groups*
- *Student Surveys*

**SLOs should primarily be assessed using direct assessments. Indirect assessments are simply used to augment results of the direct assessments but should not be used without direct methods.*

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STEP 3: Analyze & Interpret Student Performance

Key Questions

- ❑ What do the data show about your students' level of mastery of intended learning outcomes?
- ❑ Are there areas where students are outstanding? Are they consistently weak on certain skills?
- ❑ Are there areas where performance is good, but not outstanding, and you'd like to see better/higher performance?

30

STEP 4: Use results of student performance to improve learning.

Key Questions

- What will you do to improve student learning?
- Which program elements should be:

Maintained?

Reinforced?

Modified?

Strengthened?

31

3rd Workshop Activity

32

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Part 3

Evaluating the Assessment Program

How do you assess assessment?

34

Assessing Assessment…

MISSING INFORMATION

NEEDS REVISION

MEETS OR EXEEDS EXPECTATIONS

35

4th Workshop Activity

36


TAKE A BREAK

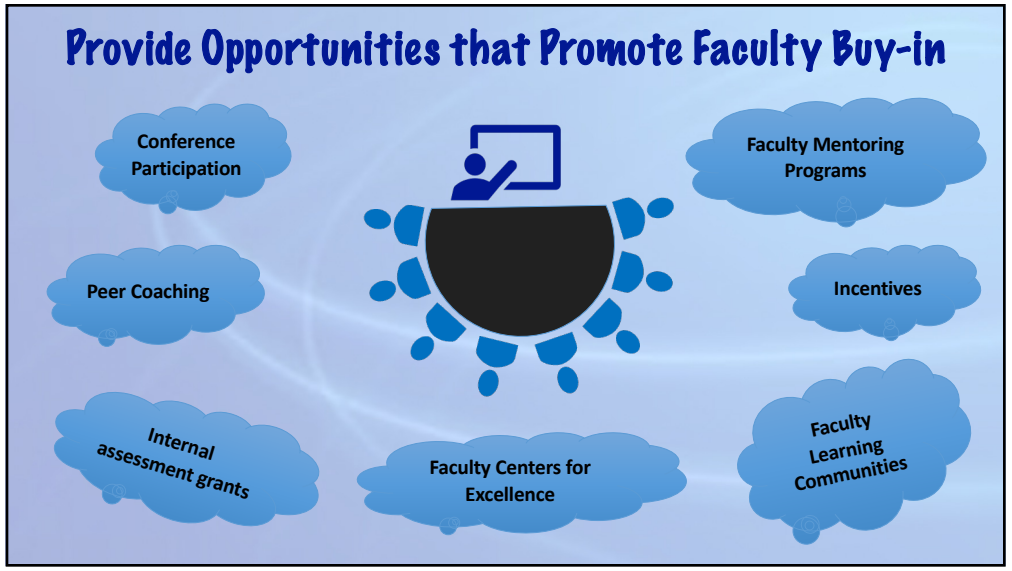
37


Part 4
Sustaining the Assessment Program
How do you maintain the momentum?

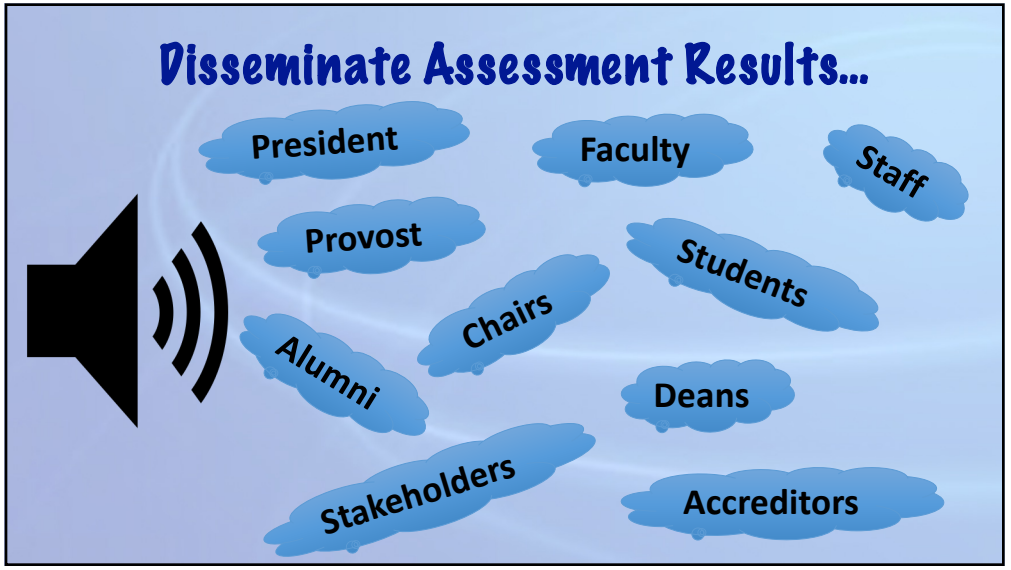
38


Provide Essential Resources…

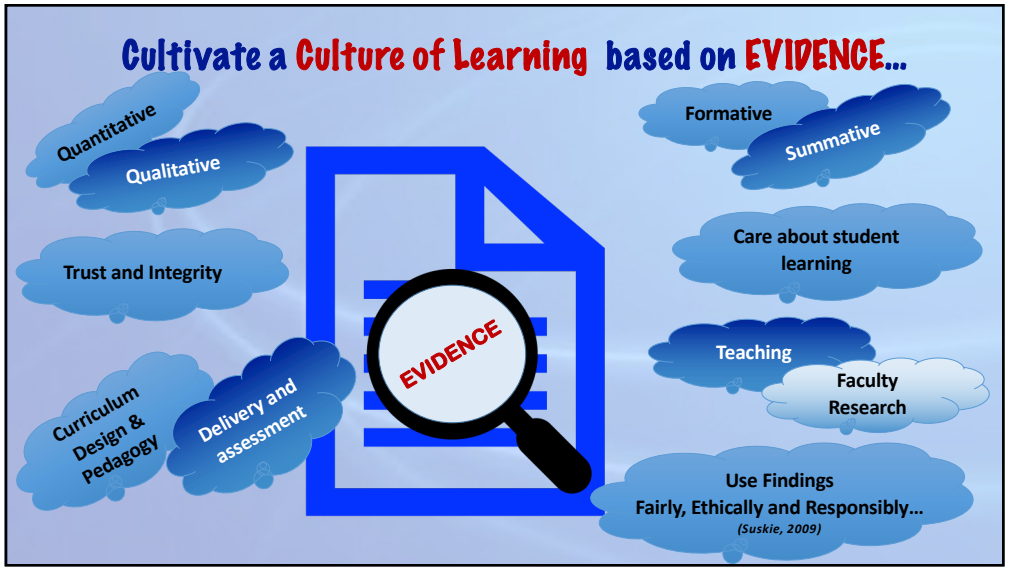
39


Provide Opportunities that Promote Faculty Buy-in
Conference Participation
Faculty Mentoring Programs
Peer Coaching
Incentives
Internal assessment grants
Faculty Centers for Excellence
Faculty Learning Communities

40


Disseminate Assessment Results…
President
Faculty
Staff
Provost
Students
Chairs
Alumni
Deans
Stakeholders
Accreditors

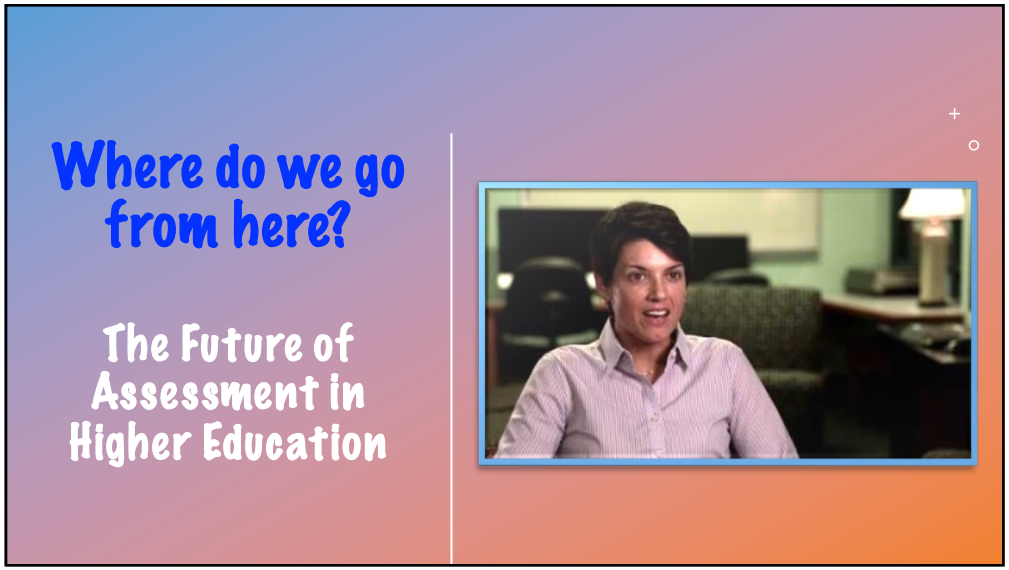
41


Cultivate a Culture of Learning based on EVIDENCE…
Quantitative
Qualitative
Formative
Summative
Trust and Integrity
Care about student learning
EVIDENCE
Teaching
Faculty Research
Curriculum Design & Pedagogy
Delivery and assessment
Use Findings Fairly, Ethically and Responsibly…
(Suskie, 2009)

42


Resistance… how do you address it?
I use student feedback to revise my syllabus & teaching strategies
My job is to teach! Assessment is administrators' responsibility!
Assessment is a waste of time!
Helps me understand what my students are learning
It's all about continuous improvement…
I know I'm a great teacher! I'm not doing it!
We're accredited! Why do we have to keep doing this?

43


Where do we go from here?
The Future of Assessment in Higher Education

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Key to Balancing Accountability and Improvement…
accountability
improvement
Embed external requirements during the planning phase and continuously evaluate success as the implementation of the plan takes place.

45


Time for a Break!
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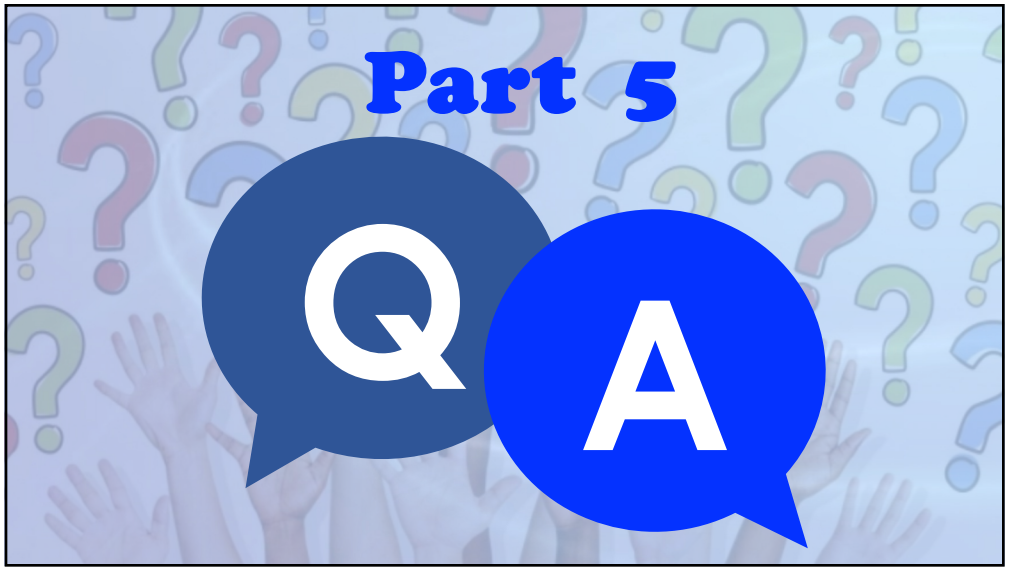

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Contact Details

wao@ou.edu

@OU_assessment

https://www.ou.edu/assessment

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References

Banta, T. W., & Blaich, C. (2011). Closing the assessment loop. *Change: The Magazine for Higher Learning*, *43*(1), 22–27.

Suskie, L (2004). *Assessing Student Learning: A Common Sense Guide*. Bolton, MA: Anker.

Suskie, L (2009). *Assessing Student Learning: A Common Sense Guide* (2nd Ed.). San Francisco, CA: Jossey-Bass.

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The UNIVERSITY *of* OKLAHOMA

OFFICE OF ACADEMIC ASSESSMENT

NEEDS SURVEY FOR FACULTY

Part 1: YOUR VIEWS ABOUT ASSESSMENT

Please indicate your level of agreement with the following statements.
*(*Scale: *Strongly agree, Agree, Disagree, Strongly disagree, I don't know)*

My Department/School…

- Coordinates its student assessment activities annually in conjunction with campus administrators.
- Is recognized by faculty in other colleges/departments for its approach to program assessment.
- Has an effective plan for monitoring student outcomes.
- Demonstrates a great deal of consensus on its approach to student learning
- Collects information about employer needs for specific skills and knowledge among our graduates
- Is perceived as a campus leader on issues of student assessment.
- Has influence on assessment techniques I use in my course(s)

Overall, I believe that…

- Results of student evaluations of my teaching influence my approach to assessing their work.
- State or federally mandated assessment requirements improve the quality of undergraduate education.
- Student assessment reduces the quality of education.
- Student assessment limits the amount of time I have to devote to other academic activities such as research.
- Student assessment is more effective when determined by the faculty member rather than by the institution.
- Student assessment has improved the quality of education at this institution.
- From an educational standpoint, it is necessary for us to monitor what students learn.
- The effectiveness of teaching is enhanced when faculty regularly assess students.
- What I learn by assessing student learning has immediate relevance to what takes place in the classroom.
- Regular assessment of students accurately captures what they are learning in my classroom.
- Monitoring student assessment is a distraction and competes with essential academic work.
- Faculty have a professional obligation to regularly assess what students are learning in courses.

Part 2: PROFESSIONAL DEVELOMENT THEMES/TOPICS

a) The following section reflects important aspects of assessment at both course and program levels. Please rate each statement based on the following:

(i) Your perception of the <u>importance</u> of this aspect
(Scale: *Very important, Moderately important, Of little importance, N/A)*

(ii) Would you be interested in <u>attending a workshop</u> designed to address this aspect?
*(*Scale: *Definitely yes, Probably yes, Probably not, Unsure)*

- Defining course level student learning outcomes
- Defining program level student learning outcomes
- Aligning course level student learning outcomes with program level student learning outcomes
- Determining appropriate assessment strategies for face-to-face courses
- Determining appropriate assessment strategies for blended or fully on-line courses (including Open Courses).
- Developing strategies for assessing students' dispositions, virtues and attitudes
- Providing feedback to learners and using feedback to enhance instruction

- Organizing content in the best sequence for learning
- Using digital media to support learning *(wikis, blogs, social media)*
- Designing and assessing team-based learning sessions
- Making lectures engaging and interactive
- Using *clickers* and other technology to elicit student participation and promote engagement
- Developing service-learning initiatives to achieve learning goals
- Designing competency-based teaching/learning strategy
- Designing problem-based learning strategies
- Promoting case-based instruction
- Assessing large classes
- Integrating and assessing academic service learning into your course
- Developing rubrics for assessing assignments and projects
- Writing effective multiple-choice tests (that target higher order thinking skills)
- Classroom Assessment Techniques (CATs)/Informal, formative assessments
- Use and evaluation of portfolios
- Maintaining equity in assessment
- Using AI tools (e.g., ChatGPT) for teaching, learning and assessment

b) **What other topics/areas would you like to see presented?**

_____

_____

_____

a) **Would you be willing to join the staff of the Office of Academic Assessment as a guest speaker or a facilitator for any of the topics/areas mentioned above? Is yes, please write your name and e-mail address in the space below as well as and the topic(s) you'd be interested in facilitating**

_____

_____

b) **Can you suggest possible guest speakers or facilitators (on/off campus) for our workshops? Please provide names, institutions and their areas of expertise.**

_____

_____

Part 3: PREFERENCES FOR WORKSHOP DELIVERY METHODS AND FORMATS

Preferences for workshop formats often depend on the topic. However, it would be helpful if you could provide us with your general preferences for workshop formats, time, and length.

a) **Preferred formats (please check all that apply)**

- Formal face-to-face presentations followed by discussion
- Combination of presentation, group/interactive work, and discussion
- Self-paced/self-directed materials (e.g., Web-based resources, video tapes, handouts, etc.)
- Informal face-to-face events (e.g., presentations, brown bag meetings, etc.)
- Informal on-line sessions (e.g., web-based presentations, chat sessions, etc.)
- Other (please specify): _____

b) **Preferred day/time (please check 3 preferred starting times for each day of your choice)**

Day	Time							
	9am	10am	11am	12:00 Noon	1pm	2pm	3pm	4pm

c) **Preferred length (please check all that apply)**

- 45 min
- 60 min
- 90 min

d) ***Preferred way to receive information about upcoming workshops/sessions, programs, and program materials (please check all that apply)***

- Office of Academic Assessment website
- E-mail
- Phone
- Twitter
- Facebook
- Other, please specify:

Part 4: DEMOGRAPHIC INFORMATION

a) **Your primary appointment** *(department, College)*

b) **Tenure Status** *(Tenured, On tenure track, Not on tenure track)*

c) **Position** *(Professor, Associate Professor, Assistant Professor, Instructor, Ranked Renewable Term, Adjunct Professor/Visiting Professor)*

d) **Please indicate the type and format of courses you primarily teach:**

(i) Undergraduate credit (*Face-to-face, blended or 100% online*)
(ii) Graduate courses *(Face-to-face, blended or 100% online)*
(iii) Non-credit courses *(Face-to-face, blended or 100% online)*

e) **Gender** (male, female, do not wish to respond)

f) **Time at OU** (less than two years, 2-5 years, 6-9 years, more than 10 years)

g) **What is your ethnicity?**

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino/Latina
- Native Hawaiian or Other Pacific Islander
- White
- Mixed Race
- Other (please specify) _____

Example of BASIC Undergraduate Curriculum Map
BFA in Art

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media and Advanced Techniques	Senior Studio, Exhibition, & Portfolio	
SLO 1: Appropriately conduct and incorporate research findings into their work	X	X	X	X	X	X	X	X
SLO 2: Evaluate art movements from various cultures and time periods	X	X	X	X	X	X	X	X
SLO 3: Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context				X	X	X	X	X
SLO 4: Design and execute projects effectively				X	X	X	X	X
SLO 5: Use new tools and methods with facility				X	X	X	X	X
SLO 6: Create a distinctive body of work that embodies their personal approach and their creative and technical mastery				X	X	X	X	X

MAPPING KEY:
I=***Introduced***, A=***Advanced***, M=***Mastery***

Example of BASIC Undergraduate Curriculum Map *(with Levels)*
BFA in Art

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media and Advanced Techniques	Senior Studio, Exhibition, & Portfolio	
SLO 1: Appropriately conduct and incorporate research findings into their work	I	I	I	I	A	A	M	x
SLO 2: Evaluate art movements from various cultures and time periods	I	I	I	I	A	A	M	x
SLO 3: Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context				I	A	A	M	x
SLO 4: Design and execute projects effectively				I	I	A	M	x
SLO 5: Use new tools and methods with facility				I	I	I	A	x
SLO 6: Create a distinctive body of work that embodies their personal approach and their creative and technical mastery				I	I	A	A	x

MAPPING KEY:
I=***Introduced***, A=***Advanced***, M=***Mastery***

Designing and Implementing a Sustainable Assessment Process: *Practical Strategies for Balancing Accountability and Improvement.*
Pre-Institute Workshop -- 2023 Assessment Institute

Facilitator: Felix Wao, University of Oklahoma

October 29, 2023

Simple Curriculum Mapping Template

Program Student Learning Outcomes (SLOs)	Direct Assessments and Instructional Activities Implemented in Required Courses					Indirect Assessments
	Course 1	Course 2	Course 3	Course 4	Course 5	
Program SLO #1						
Program SLO #2						
Program SLO #3						
Program SLO #4						

For each course in every SLO, specify if contents ***Introduce (I), Advances (A)*** or provides ***Mastery (M).***

For each course in every SLO, identify the **instructional and learning activities** planned to address each SLO. Examples include: ***Lectures, Group Discussions, Critique of Journals/Reports, Simulation, Performance, Video or***

For each course in every SLO, identify the main **Direct Assessments** planned to address each SLO. Examples include: ***Case study, Research Projects, Debate, Exhibition of student work, Exams, Group Presentation, Lab Reports, Performance, Studio Work, Written Projects, Internship Reports, Employer Surveys, etc.***

In this column, state the **Indirect Assessments** used to gather student opinions about their learning experiences in the context of each SLO. Examples include: ***Student Surveys, Interviews, Course Evaluations, Focus Groups, etc.***

Example of ENHANCED Undergraduate Curriculum Map
BFA in Art

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	**Perspectives in Ancient & World Art**	**Critical Theories in Art**	**Foundation Studio I**	**Advanced Studio I**	**Future Media and Advanced Techniques**	**Senior Studio, Exhibition, & Portfolio**	
Appropriately conduct and incorporate research findings into their work.	I	I	I	I	A	A	M	Focus Groups and Alumni and Graduating Surveys
	Virtual and in-person resource orientations, lectures, group discussions, debates	Virtual and in-person resource orientations, lectures, group discussions, debates	Lectures, group discussions, artist seminars	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
	Written critiques	Written critiques	Mid-term and final papers	Artistic work product, oral presentation	Artistic work product, oral presentation	Artistic work product, oral presentation	Exhibition & portfolio presentation	
Evaluate art movements from various culturesand time periods.	I	I	I	I	A	A	M	Focus Groups and Alumni and Graduating Surveys
	Lectures, group discussions, debates virtual and in-person museum tours, PowerPoint reviews	Lectures, group discussions, debates virtual and in-person museum tours, PowerPoint reviews	Lectures, group discussions, artists seminars	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
	Written critiques	Written critiques	Mid-term and final papers	Artistic work product, oral presentation, written critiques of peer work	Artistic work product, oral presentation, written critiques of peer work	Artistic work product, oral presentation, written critiques of peer work	Exhibition & portfolio presentation, written critiques of peer work	
Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context				I	A	A	M	Focus Groups and Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
				Oral presentation of artistic work product	Oral presentation of artistic work product	Oral presentation of artistic work product	Exhibition & portfolio presentation	

MAPPING KEY:

I=***Introduced***, A=***Advanced***, M=***Mastery***

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	**Perspectives in Ancient & World Art**	**Critical Theories in Art**	**Foundation Studio I**	**Advanced Studio I**	**Future Media and Advanced Techniques**	**Senior Studio, Exhibition, & Portfolio**	
Design and execute projects effectively				I	I	A	M	Focus Groups and Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
Use new tools and methods with facility				I	I	I	A	Focus Groups and Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition and portfolio process, iterative critique and dialogue w/peers & faculty	
				Artistic work product	Artistic work product	Artistic work product	Exhibition, portfolio presentation	
Create a distinctive body of work that embodies their personal approach and their creative and technical mastery				I	I	A	A	Focus Groups and Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
				Artistic work product, oral presentation	Artistic work product, oral presentation	Artistic work product, oral presentation	Exhibition & portfolio presentation	

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OFFICE OF ACADEMIC ASSESSMENT

Sample BASIC Undergraduate Curriculum Map

BS in Mateorology

Program Student Learning Outcomes (SLOs). *Graduates of the Meteorology BS should be able to:*	**Direct Assessments and Instructional Activities Implemented in Required Courses**						**Indirect Assessments**
	Intro to Weather and Climate	**Atmospheric Dynamics**	**Severe and Unusual Weather**	**Climate and Renewable Energy**	**Severe Thunderstorm Forecast**	**Senior Capstone I and II**	
Demonstrate skills to conduct independent research at a professional level and convey their findings to their peers	I	I	I	A	A	M	Focus Groups and Alumni and Graduating Senior Surveys
	Lab experiments, group discussions	Lab expriments, group discussions	Group discussions, video critiques.	Group discussions, Peer evaluation	Group discussions, Journal Reviews.	Group discussions, Journal reviews	
	Written Lab Reports, Mid-term and Final Exams	Written Lab Reports	Mid-term and final papers	Group Research Projects, oral presentation	Group Research Projects, oral presentation	Final Research Project	
Review and challenge the work of others based on sound arguments and evidence				A	A	M	Focus Groups and Alumni and Graduating Senior Surveys
				Group discussions, Peer evaluation	Group discussions, Peer evaluation	Group discussions, Peer evaluation	
				Group Research Projects, oral presentation	oral presentation, written critiques of peer work.	written critiques of peer work.	
Analyze datasets and identify the significance of results				A	M	M	Focus Groups and Alumni and Graduating Senior Surveys
				Group discussions, Peer evaluation	Group discussions, Peer evaluation	Group discussions, Peer evaluation	
				Group Research Projects, oral presentation	Oral presentation of artistic work product	Exhibition & portfolio presentation	
Design and execute projects effectively				A	M	M	Focus Groups and Alumni and Graduating Senior Surveys
				Group discussions, Peer evaluation	Group discussions, Peer evaluation	Group discussions, Peer evaluation	
				Group Research Projects, oral presentation	Oral presentation of artistic work product	Exhibition & portfolio presentation	

MAPPING KEY:

I=***Introduced***, A=***Advanced***, M=***Mastery***

OFFICE OF ACADEMIC ASSESSMENT
ASSESSMENT REPORT FEEDBACK

This document provides **color-coded** feedback for each program assessment report based on each step of the **OU Program Assessment Process.** For instance, if a **Student Learning Outcome** (**SLO**) is not stated in "**measurable**" terms, then section "**a**" under "**NEEDS REVISION**" will be highlighted in **yellow** to signify that the SLO **needs revision**.

PROGRAM ASSESSMENT PROCESS	COLOR CODES FOR EACH STEP			
	MISSING INFORMATION	NEEDS REVISION	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Step 1 **Articulate Student Learning Outcomes (SLOs)**	SLOs are missing.	One or more SLOs is unclear, reflects broad department goals and is not stated in measurable and/or observable terms.	ALL SLOs are clearly stated in **measurable and/or observable** terms and reflect specific **knowledge, abilities/skills** graduates of the degree program are expected to demonstrate.	SLOs are further defined by **Performance Indicators** (i.e., specific elements that contribute to the achievement of the main SLO).
Step 2 **Identify appropriate Direct Assessment Methods and establish Performance Targets for each SLO**	Assessment methods are missing.	At least one of the methods does not show description of data collection process or use of direct measure(s) or relies exclusively on end-of-course grades and/or indirect methods (e.g., student surveys). Performance targets are not reported and no explanation is provided.	ALL methods describe the data collection process and include at least one appropriate **direct measure** for each SLO. Where applicable, report shows use of rubrics to measure quality of student work or surveys to gather student perceptions. Performance targets are reported. If none is reported, an explanation is provided.	1) Use of multiple methods. 2) Attachment of rubric(s). 3) Details on psychometric properties of assessment instruments (e.g., inter-rater reliability of rubrics).
Step 3 **Describe results of student performance in aggregate for each SLO.**	Assessment results or findings are missing.	Results for one or more SLOs: (1) rely exclusively on end-of-course grades or indirect measures, (2) are unclear and not reported in aggregate, (3) are not aligned with methods or performance targets and (4) do not indicate the number of students assessed.	Results for ALL SLOs: (1) are presented **in aggregate** based on **direct measures**, (2) are directly **aligned** with methods and performance targets in each SLO, (3) show number of students assessed.	Trends are discussed to indicate progress of student performance and areas where students excelled, met standards, and fell short.
Step 4 **Document recommendations and action plans for using assesment results to improve student learning and the overall program.**	Use of assessment results information is missing.	Descriptions for one or more SLOs: (1) lack specific examples of planned or implemented use of assessment results for program improvement, (2) consistently indicate that no changes are needed without further explanation.	Descriptions reflect **specific examples of planned and/or implemented use of assessment results** for program improvement. Explanations are provided where descriptions indicate that no changes are needed.	Report shows details regarding past and current assessments, including strengths and possible opportunities for continuous improvement.