

Educational Program Assessment Reporting

Institutional Effectiveness
UNA Office of Academic Affairs



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) Analysis of assessment results that identifies any gaps in learning
- 6) Continuous Improvement Actions based on these analyses of results. These actions must utilize best instructional practices to improve student learning.

Student Learning Outcomes

Student Learning Outcomes (SLO's) describe the specific, measurable *knowledge, values, or skills* that students will be able to demonstrate upon completing the academic program.

They measure what students should know, think or be able to do.

These outcomes must be written in precise language focused on the student (not the program).

Identifying Student Learning Outcomes

Do not write learning outcomes that you know your students have already mastered.

If you anticipate that 100 percent of your students will meet benchmark on a particular assignment or assessment used to measure a learning outcome, there is no point in selecting that as an outcome.

Consider where there are gaps in student learning in your program.

Where have you noticed students struggling?

If your program uses post-graduate surveys or focus groups to track graduate satisfaction, where are the areas that graduates perceive themselves to be less prepared? In what ways do employers say graduates are unprepared?

Where have faculty noticed poor performance in class?

Where are areas for growth identified by student performance on state licensure exams?

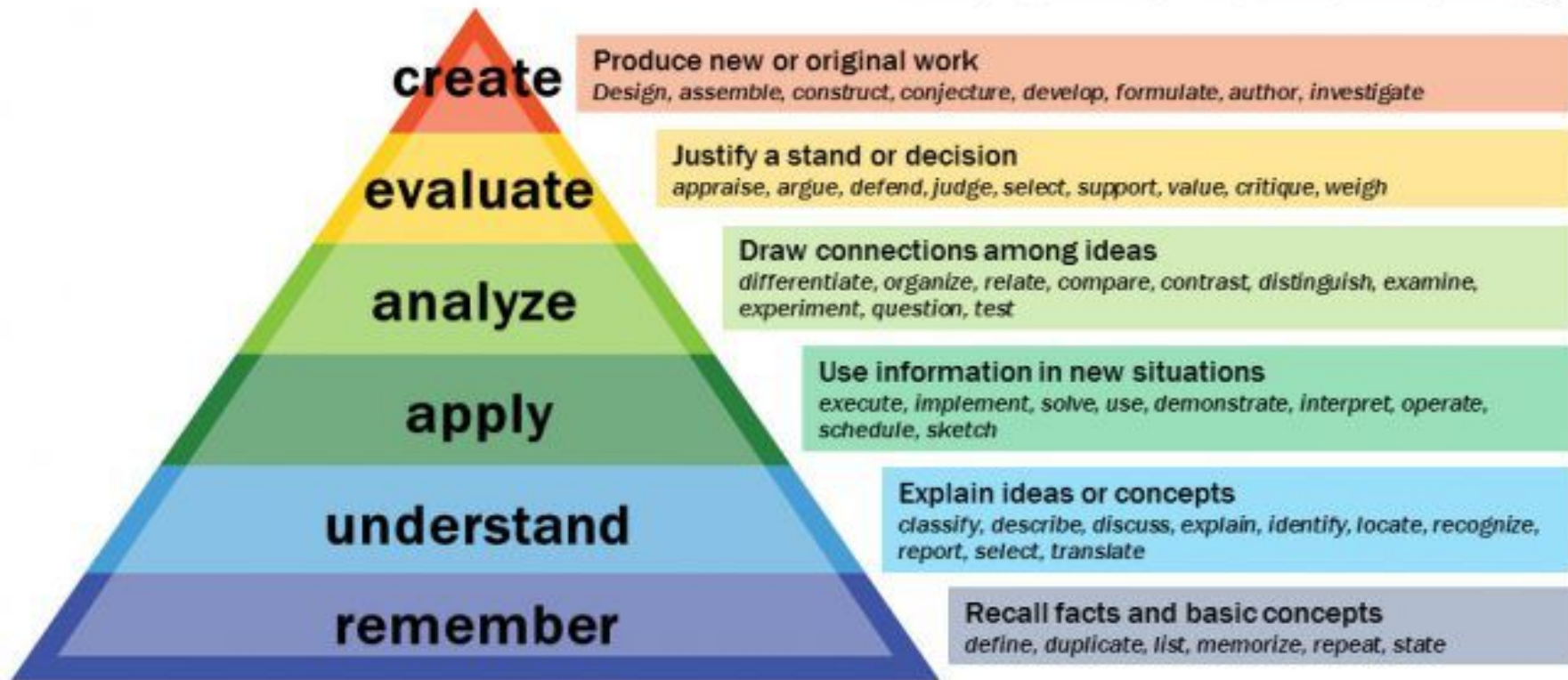
Writing Student Learning Outcomes

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



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

Are the outcomes consistent with the mission?

Do the outcomes reflect the level of the program?

Do the outcomes describe the knowledge, abilities, and attitudes of a successful graduate?

Do outcomes represent higher levels of learning domains?

Do outcomes focus on issues pertinent and important to the program?

Do outcomes reflect learning through the program curriculum?

Do outcomes focus on student learning rather than instructional or administrative processes?

Are outcomes stated in clear and precise language?

Do outcomes focus on key areas in which outcomes assessment will enable the program to improve?

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

pretest/posttest evaluations

standardized tests

performance on licensure exams

course projects

case study problems

papers

performances

theses

discussion/debates

capstone projects

samples of individual student work

portfolios of student work

internal or external juried review of student work

externally reviewed internship or practica

presentations

documented observations and analysis of student performance

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

Click on each Direct Measure to add your data analysis. Upload data tables if you have them.

Please REMOVE any identifying information (student names, L numbers, etc) before uploading.

In your data analysis, discuss the data that specifically addresses the student learning outcome. For example, if data is collected with a rubric, discuss only the specific rubric rows that address the outcome - not overall rubric scores. If a standardized test is used, discuss only the data that addresses the outcome, not pass rates.

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.

Examples of Data Analysis

Example #1

The rubric row measuring content knowledge averaged the following scores Fall 2022 semester: 3.67 in ECE 406, 3.13 in ECE 410W, 2.79 in EED 319, 3.19 in EED 416 and 3.57 in internship. The average score on this row was on target or above except for EED 319, Intro to Ele Ed. The lesson plan is administered in this course to capture baseline data on lesson planning. It is a pre-admitted course and one of the first opportunities candidates have to engage in lesson planning. Average scores on this rubric row for Spring 2023 semester were: 3.65 in ECE 406, 3.25 in ECE 410W, 2.73 in EED 319, 3.1 in EED 416 and 3.62 in internship. Scores on this row in both content courses and in internship indicate that candidates score on or above the target of 3, which demonstrates strong content knowledge. Scores are consistently below the target both semesters in EED 319, which demonstrates growth in lesson planning as candidates progress through the program. Overall, scores on this rubric row indicate that candidates grow in content knowledge through the program and demonstrated sufficient content knowledge in lesson planning in internship.

Example #2

Fall 2022, EED candidates averaged 3.52 on Row 4 Instructional Supports in internship. Spring 2023, EED candidates averaged 3.60 in internship. The target score is 3.0, indicating that all candidates demonstrate strong ability to utilize instructional strategies when planning lessons at the end of their program.

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.

Examples of Continuous Improvement Actions

Providing more examples in class or Canvas modules

Adding opportunities for students to receive feedback related to particular content

Adding more coverage of particular content in the course

Adding more practice opportunities or changing content in labs

Adding a method of content delivery (i.e. incorporating a video on the topic or a hands-on activity, a collaborative discussion or experiential learning)

Collaborating with the UNA Center for Writing Success to incorporate one-on-one sessions for students to revise papers

Collaborating with partners in the field to develop a new module for the course

Providing a new or different type of field experience to support experiential learning of the content

Offer additional opportunities for review of content

Outcomes Mastered

What do I do if most, or all, of my students met the benchmark on the direct measures? How do I identify ways to continuously improve?

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 or feedback for them?

If all students are consistently scoring perfect scores on direct measures, consider selecting different measures that are more rigorous and provide more specific data.

If students are consistently meeting all benchmarks over time, you might consider changing your student learning outcome.

Questions?

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