Purpose of this material

- To understand Concordia’s process of assessing student learning outcomes
- To assist faculty and departments preparing program/departmental assessment reports
- To increase collaborative assessment efforts in departments
- To introduce new organization of Assessment Report which will improve the process
Why is assessment of student learning outcomes important?

- To improve student learning
- To create faculty ownership for student learning
- To facilitate dialogue within departments
- To improve program quality
- To meet the University’s accreditation requirements
Continuous Improvement Cycle of Assessment

OUTCOMES

TOOLS

IMPACT

CHANGES

RESULTS

CONCLUSIONS
Definition of our assessment process (same six steps)

- **Step A** – Identify Student Learning Goals
  ◦ (prior and current)

- **Step B** – Select Tools and Processes to Measure Goals

- **Step C** – Organize Data and Identify Results

- **Step D** – Make Conclusions, Share Results

- **Step E** – Identify and Implement Changes

- **Step F** – Evaluate Prior Change Recommendations
Step A – Identify goals

- Identify departmental student learning needs (what)
- Identify expectations levels of student learning (how high)
- Identify percentage of students that should achieve this level (how many)
Step A – Identify goals

- Make goal measurable by indicating how it will be demonstrated
  - Example – 85% of graduating seniors will have entry level knowledge of disciplinary research methods as demonstrated by a grade of B or better on the senior capstone research project.

- Share goal expectations with students and other constituencies

Complete Step A:
- Report all of last year’s goals (1, 2, 3, etc.)
- Choose 3 new goals for next year (4, 5, and 6)
Step B – Select tools and processes to measure goals

- Find evidence within your program courses or use other measurement processes that can measure the established goals individually
- Establish measurement tools if they don’t currently exist (i.e. student portfolios or program exams)
Step B – Select tools and processes to measure goals

- Identify what aspect(s) of the tool will enable measurement of each goal
- Identify departmental processes to collect these data

Complete Step B:
- List processes/tools for each goal
- Describe new processes for next year’s goals
Step C – Organize Data & Identify Results

- Organize data for each goal throughout the year based on the chosen tool(s)
- Identify results compared to each goal

Describe the results of data collected compared to each goal in Step C of your report.
Step D – Make Conclusions

- Collaborate within departments to interpret your data:
  - Analyze and interpret the level at which student learning meets your expectations based on your evaluation results
  - Identify gaps between your results and expectations of student learning
  - Identify ways to use the results of your assessment to improve student learning
  - Share results and analyses with students and other constituencies

Document your conclusions about the results in Step D.
Step E – Identify and Implement Changes

- Collaborate within departments to identify and implement changes:
  - After drawing conclusions, identify changes needed in such areas as teaching, curriculum, or student preparation to bring student learning to the level desired
  - Plan and implement changes to improve student learning (immediate or ongoing)
  - Identify departmental processes to track changes

Identify changes needed in Step E.
Step F – Evaluate Prior Change Recommendations

- Report prior changes implemented
  - (last year or years prior if not implemented until this year)
- Report on the results of changes implemented
  - (what does data show now?)
- Make further recommendations (goal met or not?)
Step F – Evaluate Prior Change Recommendations

- Re-evaluate assessment plan tools and evaluation processes in light of changes recommended and follow up results
- Share change results with students and other constituencies

Describe actions, results, and re-evaluation of tools in Step F.
Department/ Program Assessment Report Format

- Each department/program creates report by goal
- Send completed report to Director of Institutional Research by June 15
Choose narrative or table format for report

In narrative format, organize as follows:

**Goal 1**
- 1a (goal this year/next year),
- 1b (tool(s) this year/next year),
- 1c (results),
- 1d (conclusions),
- 1e (changes and when to be implemented),
- 1f (prior recommendations and re-evaluation).

**Goal 2**
continues as above