Assessment of Student Learning Outcomes Report Format

Academic Year of Report: Submitted by:
Academic Unit: Date Submitted:

*Please include your curriculum map with this report. (See Appendix A below)*

**Section 1**

**Directions:** For Outcome 1 describe these steps, *including descriptions of faculty collaboration and shared responsibility where appropriate.*

**Step A: Program Student Learning Outcomes**

- This outcome should be a measureable program level student learning outcome rather than a course outcome.
- Usually the academic unit’s student learning outcomes will remain the same from year to year.

**Step B: Tools and procedures for assessing program student learning outcomes**

- Describe the tools and procedures used to measure this outcome. (See Appendix B below)
- If a tool measures more than one outcome, describe the aspect of the tool that measures this outcome.

**Step C: Identify Results**

- Describe results of the data collected for this outcome. These results should include aggregate or compiled data.

**Step D: Report Conclusions**

- Please list or describe your conclusions based on the results gathered for this outcome.
- Based on the results, at what level are students achieving this outcome?

**Step E: Proposed Changes**

- Please describe your proposed changes related to this outcome.
- Consider changes in such areas as curriculum, teaching, student work, and assessment process.
- Also identify when and how these changes will be implemented?

**Step F: Evaluate changes**

**Step F.1 Prior change recommendations that were implemented**

- Were the changes recommended last year or in prior years implemented?
- Describe the changes implemented
Step F.2  Report results of implemented changes
☐ Evaluate results of prior change recommendations/implementation
☐ How did changes implemented impact results this year?
☐ Re-evaluate tools and assessment process as needed
☐ What else needs to be done?

For Outcome 2…describe Steps A – F. Repeat for each outcome

Section 2:
☐ Identify priority outcomes for next academic year (choose 3 or more).
☐ These will be the outcomes you will report on next year.

Example

Section 1:

Outcome 1 - Professional Demeanor

Step A – Outcome
Students will demonstrate ability to treat clients and staff with appropriate professional behavior.

Step B – Tools
Evaluations by instructors and practicum supervisors during and at the end of the practicum course XXX422

Step C - Results
12 students completed the practicum and 9 students (75%) were rated at the above average level.

Step D - Conclusions
Students are performing below expected levels. This level is consistent with the last 2 years results. We need to make changes to improve this rating.

Step E – Proposed Changes
In Social Work Skills/ Methods I and II classes, a greater emphasis should be placed on behaviors appropriate to the agency or client setting. We plan to increase the observation of client settings required in this course, and add professional demeanor as one of the specific skills evaluated. To be developed by Dr. Smith by fall of ????

Step F – Evaluate Changes
Part 1 – There were no prior change recommendations for this outcome
Part 2 – Not applicable as no prior changes recommended or implemented
Section 1 (continued)
Outcome 2
Step A
Step B
Step C
Step D
Step E
Step F
Part 1
Part 2

Section 2

For next year we select the following priority outcomes:
1. Students will demonstrate ability to treat clients and staff with appropriate professional behavior at the above average level
4. (state outcome using number that matches your overall list)
7. (state outcome using number that matches your overall list)

Appendix A

Curriculum Mapping Description

1. What is curriculum mapping
   a. It is a grid where you can look at your entire program at once.
   b. It is a grid that describes where program level outcomes are taught and/or assessed.
   c. It is a method to align instruction and desired outcomes.
   d. Curriculum mapping is a procedure for collecting data about the actual curriculum.

2. Why do it?
   a. It allows faculty to see the actual curriculum across courses.
   b. It allows students to see the actual curriculum across courses.
   c. It can help improve communication and collaboration among faculty about the curriculum.
   d. It can improve program coherence.
   e. It allows one to easily identify gaps and repetitions.
   f. It can be used to initiate assessment plan revisions as needed.
3. What does it look like?

**Basic Example Curriculum Map: T=Taught; A=Assessed**

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<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
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</table>

4. Tips
   a. Bloom’s taxonomy
   b. Consider including levels of mastery rather than simply “addressed” or “not addressed.” (Ex: I=Introduced; R=Reinforce; A=Advanced)
   c. This is most effective as a team effort on the departmental level.
   d. This is an ongoing process – turning the curriculum map into a living document.
   e. Consider whether a before, during, or after approach is the best fit.
   f. This is a way to enhance and/or build upon what you already have in place.
   g. Help is available.

**Appendix B**

Direct and Indirect Assessment Measures

There are many ways to collect evidence of student learning. Assessment processes are categorized as direct or indirect measures of student learning.

**Direct measures are based on an actual sample of student work** such as a paper, test, student portfolio, or a musical performance. Direct measures are familiar to faculty because they are used in the classroom. Samples of student work from the classroom are best used in program outcomes assessment processes when faculty evaluate them against a rubric of desired performance during the assessment process rather than rely on previously affixed grades or scores. Examples of direct measures include:
Indirect measures are based on a perception of student learning, by the student or others. The reports can come from many perspectives such as students (alumni surveys), faculty (grades), internship supervisors (overall evaluations), and employers (job placement rates), or even from the institution itself (graduation rates). Indirect measures provide information to support direct measures and demonstrate the value of the student learning to various constituencies.

Examples of indirect measures include:

- Student beliefs about what they learned in the program
- Grades from a course
- Retention and graduation rates for the program
- Job or grad school placement rates for the program
- Performance on licensure or standardized tests not specifically linked to program learning outcomes
- Internship supervisors opinions about student capability
- Alumni surveys about the applicability of coursework to their employment