Evaluation of Student Learning Assessment Process
Review Questions

Academic Unit: ___________________________________ Year: ___________

Review Completed By: ______________________________________________________

1. Collaborative Work

   o How does the process of student learning outcomes (SLO) assessment work in this unit? Is it a collaborative process with shared responsibility?

   Overall rating: In Progress/ Challenge Acceptable Exemplary/ Success

   Collaborative Work
   Comments:

2. Mapping

   o Curriculum Mapping: Has the academic reporting unit engaged in curriculum mapping? (See Appendix A below) How has the curriculum map been utilized?

   o UWO Mapping: Has the academic reporting unit engaged in UWO mapping? (See UWO Map Directions) How has the UWO map been utilized?

   Overall rating: In Progress/ Challenge Acceptable Exemplary/ Success

   Curriculum Map
   UWO Map
   Comments:

3. Academic Unit Student Learning Outcomes

   o Do the outcomes measure student learning? Are they measurable? Do they relate to knowledge, skills or attitudes students should acquire upon program completion?

   Overall rating: In Progress/ Challenge Acceptable Exemplary/ Success

   Student Learning Outcomes
   Comments:
4. Tools and Procedures - Results

- Are tools for each outcome described? If a tool measures more than one outcome, what aspect of that tool measures a particular outcome? When and how are tools utilized? Are direct measures used? Are indirect measures used? (See Appendix B below). Are there evidence/results for each outcome? Are results aggregated across students or, in other words, are results aggregated by groups/cohorts of students?

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<th>Exemplary/Success</th>
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5. Conclusions - Changes

- Do conclusions relate the results for each outcome? Do conclusions compare student learning to desired level of achievement of each outcome?

- Are proposed changes based on results and conclusions? Are they specific and identify how and when they will be implemented? Do proposed changes address weak areas?

- Have previously recommended changes been implemented? Have there been results attributed to these previous changes? Any further changes?

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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:**  \(T=Taught; \ A=Assessed\)

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
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4. Tips
   a. Bloom’s taxonomy
   b. Consider including levels of mastery rather than simply “addressed” or “not addressed.” (Ex: 1=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:
- Student writing samples
- Student work artifact from capstone project course
- Student work collected in a portfolio
- Performance on standardized or locally developed tests on a section which addresses the goal
- Art exhibitions or musical performances
- Performance on a sub-part of a licensure exam which addresses the goal
- Internship supervisor documentation of knowledge or skill outcomes demonstrated by student (direct observation of demonstration of the competency)

**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