

Unit Assessment Report Review:

Date:

Final Score:

0

Assessment can be defined as the systematic and ongoing process of collecting, analyzing, and acting upon data related to the goals that support the mission of the institution. Its focus is upon quality improvement through evidence-based decision-making. By comparing actual performance to stated purposes through the assessment process, we hold ourselves accountable for engaging successfully in continuous quality improvement. Assessment also enables us to clarify future direction, establish priorities, share decision-making, improve organizational performance, plan for change, and create unity of purpose.

SLO/AO #1 Name:

**Expected Outcomes** – Student Learning Outcomes (SLOs) and Administrative Outcomes (AOs) must be singular and measurable.

AOs at the department/division level should be designed to support the goals of both the department and the institution. This may be accomplished by the data-driven decision process which entails:

- What goals are to be accomplished by the department/division and how are they accomplished
- What type of assessment will best inform the department of the extent to which they are meeting their goals

SLOs are specific statements that describe the abilities, skills, knowledge, and/or values that you want students in your program to acquire. Action verbs are used to describe exactly what and how a student will demonstrate learning.

SLO does not address Student Learning or AO is not related to the Office/Dept.

AO/SLO is not measurable.

AO/SLO is too broad, or appears to be measuring more than one outcome.

AO/SLO describes expected outcome, but requires refinement or further information.

AO/SLO clearly describes a single measurable outcome.

Total Possible Points: 10

0

0

0

5

10

SCORE

Comments:

**AO/SLO #1 METHOD**

**Method of Assessment:** SLO's must be assessed with at least one **direct** method. For best practice, select at least two separate methods for measuring AOs and SLOs.

- An important qualification to keep in mind when selecting measures for SLOs is that course grades are not acceptable for this purpose.

**Direct Measures** are learning assessment tools. Academic units should use multiple direct measures of learning. Direct measurements are often derived from student course work.

- Capstone courses/experiences
- Case Studies
- Portfolio Assessments
- Assessment of Research Papers/ Projects with a Standardized Rubric
- Licensure Exams and certifications
- Internship Evaluations
- Written/oral comprehensive exams
- Juried reviews of projects, exhibitions, performances
- Standardized tests (Major Field Achievement Test, Critical Thinking Ability, Academic Profile, etc.)

**Indirect Measures (outputs)** can provide useful information but DO NOT directly assess learning.

Indirect measurements are based on the opinions or attitudes toward what was learned that students, alumni, employers, and others may hold (e.g., graduating senior or alumni surveys) or are comprised of data that implies learning has taken place (e.g., job placement statistics and standardized surveys such as the National Survey of Student Engagement)

SLO: No method of assessment clearly identified  
OR only one Indirect method  
AND No documents attached  
AO: No method of assessment clearly identified  
AND no document attached

0

SLO Only: Method is described but is based only on one Indirect Measure.  
Documents attached.

5

SLO/ AO: Method is described and is based on a Direct Measure.  
Documents not attached.

10

SLO: Method is direct and clearly described.  
Document attached.  
AO: Method is clearly described.  
Document attached.

15

AO/SLO: More than one measure listed. Each measure is clearly defined. At least one is Direct (if SLO). All Documents not attached.

15

AO/SLO: More than one method. Each method to assess is clearly described. For SLOs, at least one method is Direct. ALL Documents attached.

20

**Total Possible Points: 20**

**SCORE:**

**Comments:**

**AO/SLO 1 Criterion**

AO and SLO criteria are stated in such a way that it is clear what performance level is to be considered successful. For each method of measuring the AO/SLO, a quantitative goal for the desired level of performance on the measurement must be stated. This target level or criterion may be a specified percentage of students attaining a given outcome, score on a test, or some other numeric value that reflects what you believe ought to be the ideal outcome. Be prepared to explain why the criterion is set at your chosen level.

|                  |  |   |  |                                    |
|------------------|--|---|--|------------------------------------|
|                  | <b>No quantitative/measurable goals for the desired level of performance have been stated.</b> | <b>More than one active method, but not all specify a quantitative goal for the desired level of performance.</b> | <b>For each active method, a clearly stated quantitative goal for the desired level of performance has been specified.</b> | <b>Total Possible Points: 10</b>   |
|                  | 0  | 5   | 10   | <b>SCORE:</b> <input type="text"/> |
| <b>Comments:</b> |  |   |  |                                    |

AO/SLO #1 **Results:**

- How do the results compare to your expectations?
- Have you provided evidence of your results?
- Did you provide total number of students completing the assessment along with % meeting your criterion?

|  |  |  |  |   |  |   |
|--|--|--|--|---|--|---|
| <p>Active outcome for more than one cycle, no results.</p> | <p>Results of assessment are stated. <u>No comparison, no evidence attached.</u></p> | <p>Results of assessment are stated. <u>Results are compared to Plan expectations. No evidence of results is provided.</u></p> | <p>Results of assessment are stated. Results are <u>not compared to Assessment Plan expectations. Evidence of results is provided.</u></p> | <p>Results of assessment are stated. Results are compared to Unit Assessment Plan expectations and evidence of results is provided.</p> | <p>* New outcome and/or assessment method.*<br/>There has not been sufficient time (1 academic year) for data collection since the AO/SLO or method was updated.</p> | <p>Total Possible Points: 20</p>  |
| 0  | 5  | 10   | 15   | 20  | 20   | SCORE: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span> |

Comments:

**Recommendations and Follow-up**

- The final step in the assessment cycle is the most crucial – how are you going to use the results to continue to improve or enhance services/learning?
- What are you going to do to make improvements to address areas in which the criteria was not met? What is your plan of action?
- If goal was met, what can you do to continue to raise standards and/or improve? Remember this IE plan needs to demonstrate evidence of improvement.
- If the findings consistently suggest that no improvement is needed, then programs should consider examining a more useful AO/SLO, or setting more demanding target levels for existing methods of measurement.

|  |   |   |  |   |                                  |
|--|---|---|--|---|----------------------------------|
|  | <b>Criterion Not Met or Inconclusive- No recommendations.</b> | <b>Criterion Met. No recommendations to continue to raise standards/ improve.</b> | <b>Criterion Met, Not Met, or Inconclusive- Program has identified how they are using the results to continue to improve student learning.</b> | <b>*New AO/SLO or Method*. Insufficient time for data collection and entry.</b> | <b>Total Possible Points: 10</b> |
|  | 0   | 0   | 10   | 10  | Score                            |

|  |  |  |  |   |                                  |
|--|--|--|--|---|----------------------------------|
|  | <b>Prior recommendations have not been followed up on.</b> | <b>Program repeats response from previous year. No action taken.</b> | <b>Prior recommendations are followed up on. Results are identified and used to measure continual improvement of AO/SLO.</b> | <b>*New AO/SLO or Method*. Insufficient time for data collection and entry.</b> | <b>Total Possible Points: 10</b> |
|  | 0  | 0  | 10   | 10  | Score                            |

|  |  |  |  |   |                                  |
|--|--|--|--|---|----------------------------------|
|  | <b>Using the results of the assessment, <u>additional methods are identified and implemented</u> to achieve success.</b> | <b>Having met the Unit's goal, the program has <u>developed new strategies and/or raised the criterion</u> to continue to improve.</b> | <b>Since the findings consistently suggest that no improvement can be made in this area, the program has <u>defined a new outcome to measure</u></b> | <b>*New AO/SLO or Method*. Insufficient time for data collection and entry.</b> | <b>Total Possible Points: 20</b> |
|  | 20   | 20   | 20   | 20  | Score                            |

**Comments:**

|                               |  |  |  |  |          |
|-------------------------------|--|--|--|--|----------|
| <b>Total Score for SLO #1</b> |  |  |  |  | <b>0</b> |
|-------------------------------|--|--|--|--|----------|