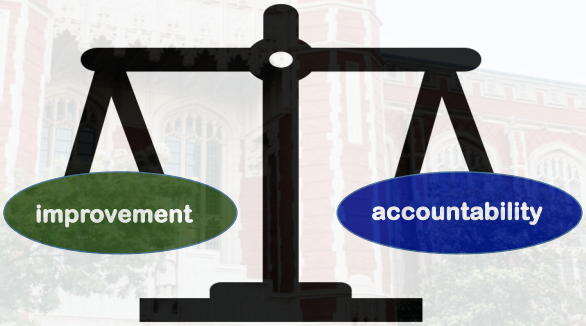
Creating And Implementing a Sustainable Assessment Process

Practical Approaches for Harmonizing Accountability and Improvement



Felix Wao, PhD
2024 Assessment Institute
Pre-Conference Workshop
October 27, 2024

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Upon completion of this workshop, participants should be able to accomplish the following at their institutions:

- Clearly define the objectives and purposes of assessment for improvement and assessment for accountability and identify commonalities and areas of overlap between the two.
- Develop strategies for:
  - ❖ Engaging faculty in development of evidence-based assessment process.
  - ❖ Balancing assessment for improvement and assessment for compliance.
  - ❖ Sustaining the assessment process.

2

3

The role of assessment in teaching and learning…

"Assessment… is a systematic process of understanding and improving student learning."

Angelo (1995)

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Part 1

Essential Elements of Institutional level Assessment Infrastructure

What's the current state of assessment at your institutions?

2nd Workshop Activity

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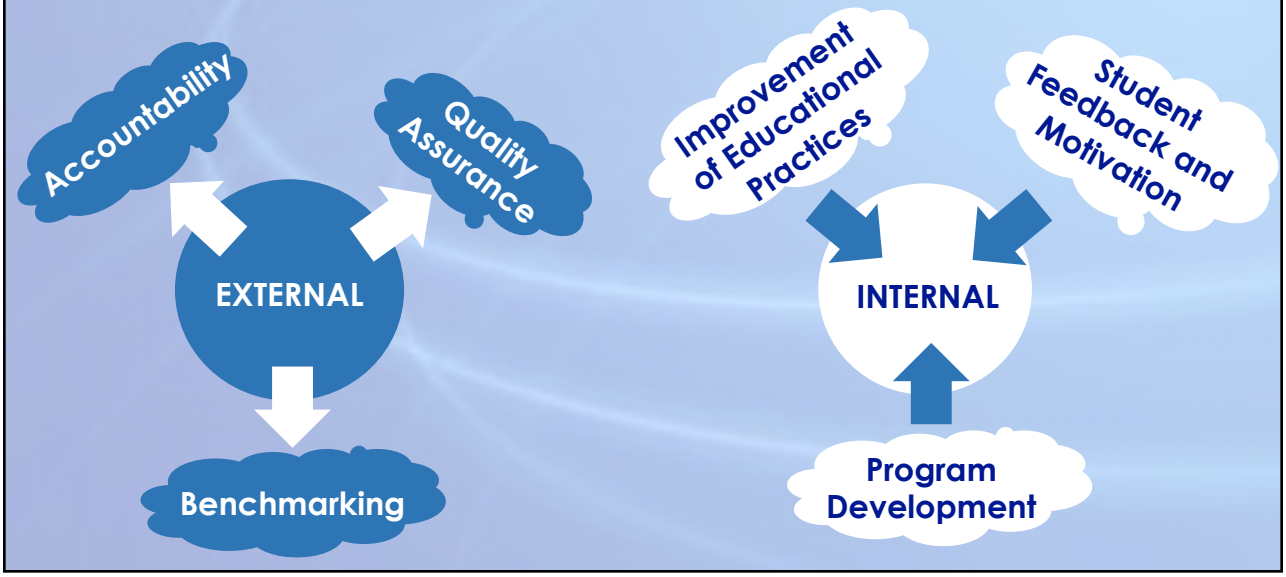
Determine the internal and external assessment needs… why do assessment?



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Accrediting Agencies …what do they expect?

REGIONAL

- Higher Learning Commission
- NECHE — New England Commission of Higher Education
- WSC — WASC Senior College and University Commission
- SACSCOC
- NWCCU — Northwest Commission on Colleges and Universities
- MSCHE — Middle States Commission on Higher Education

DISCIPLINE SPECIFIC

- CACREP
- LCME — Liaison Committee on Medical Education
- AACSB
- CCNE — Commission on Collegiate Nursing Education
- CSWE — Council on Social Work Education
- ABA — American Bar Association
- AAB International
- CAEP — Council for the Accreditation of Educator Preparation
- NAAB
- ABET
- NASM — National Association of Schools of Music

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Needs Assessment… why is it important?

8

Resulting Actions…

No assessment process in place	Developed a simple 4-step process: 1=plan; 2=measure; 3=analyze;4=adjust
No guidelines	Developed guidelines detailing each of the four steps of the assessment process.
Compliance-focused assessment process	Refocused attention to ongoing improvement of student learning and instruction.

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Resulting Actions…

Process was not institution-wide.	Developed an outreach campaign to include participation from all academic departments
No feedback to departments.	Developed a detailed and informative color-coded assessment reports review rubric.
No dialogue among stakeholders	Established the biennial internal assessment conference

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Resulting Actions…

No Institutional Assessment Office.	Establishment of the Office of Academic Assessment.
No Assessment Committee.	Formation of the *Provost Advisory Council for Learning Outcomes Assessment* (PACLOA).
Assessment focused primarily on broad department goals.	Refocused attention to student-centric assessment.

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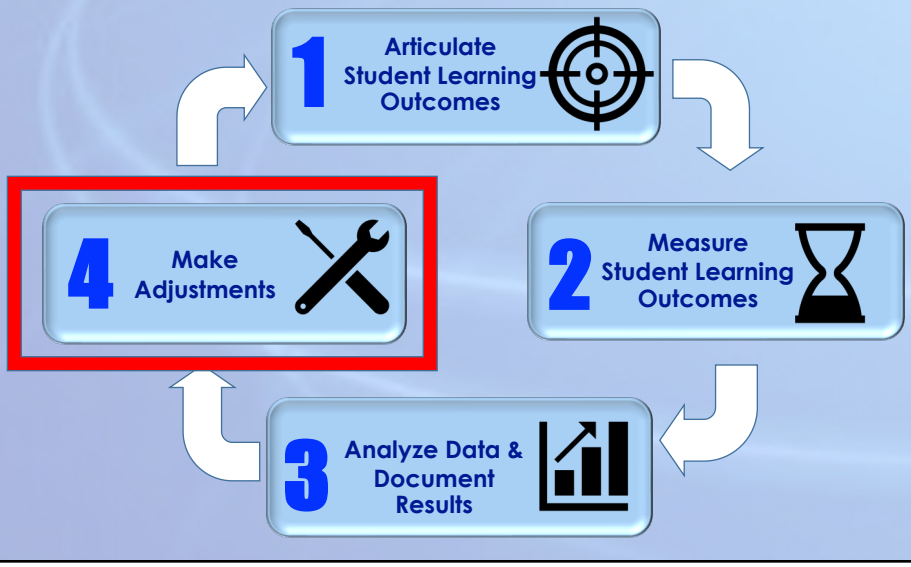
Simple Steps of the Assessment Process



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Curriculum Map Template

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories								
Critical Thinking								
Communication Skills								
Quantitative Reasoning								
Application of Theories								
Problem Solving								

Build a Curriculum

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Curriculum Map *(basic)*

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories			✓				✓	✓
Critical Thinking	✓		✓	✓			✓	✓
Communication Skills				✓	✓	✓		
Quantitative Reasoning								
Application of Theories					✓	✓		✓
Problem Solving								✓

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Curriculum Map (*with levels*)… *Any issues with this?*

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories							A	M
Critical Thinking	I		A	A			A	M
Communication Skills	I			A	A	A		
Quantitative Reasoning								
Application of Theories					A	A		
Problem Solving								M

MAPPING KEY:

I=Introduced **A=Advanced** **M=Mastery**

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Curriculum Map (*with levels*)… *much better!*

PROGRAM LEVEL STUDENT LEARNING OUTCOMES	CORE COURSES							
	1	2	3	4	5	6	7	8
Knowledge of Theories		I			A		A	M
Critical Thinking	I	I	A	A			A	M
Communication Skills	I	I		A	A	A	M	M
Quantitative Reasoning			I				M	M
Application of Theories	I				A	A		M
Problem Solving		I		A	A		M	M

MAPPING KEY:

I=Introduced **A=Advanced** **M=Mastery**

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Gathering program assessment info/data from faculty…

1. Breakdown the program Student Learning Outcome (SLO) outcome into 3 to 4 *Performance Indicators (PIs).*
2. Align core courses to each PI
   - ❖ Identify signature assignments/projects already being used in each course.
   - ❖ Align signature assignments/projects with each PI.
3. Select a reasonable, generic scale for determining student performance across the program.
4. Seek recommendations and action plans for enhancing student learning and course/program curriculum.
5. Consolidate and synthesize information for the program.

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Assessing Assessment…

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Part 2

Strategies for harmonizing *assessment for improvement* and *assessment for accountability*

21

Integrating Data Strategies

Utilizing dashboards for insight

Dashboards can visualize KPIs for accountability and improvement, supporting effective decision-making at all levels.

Disaggregation for detailed analysis

Breaking down data by department and course helps identify specific strengths and weaknesses, ensuring targeted improvement.

22

Aligning Standards with Institutional Goals

Institutional mission-based reporting: Tailor external accountability metrics to align with the specific mission and goals of the institution. This ensures that what is measured externally also supports internal improvement initiatives.

Flexible frameworks: Encourage accrediting bodies to adopt flexible frameworks that recognize both compliance and innovative practices, allowing institutions to focus on meaningful improvement while still meeting accountability requirements.

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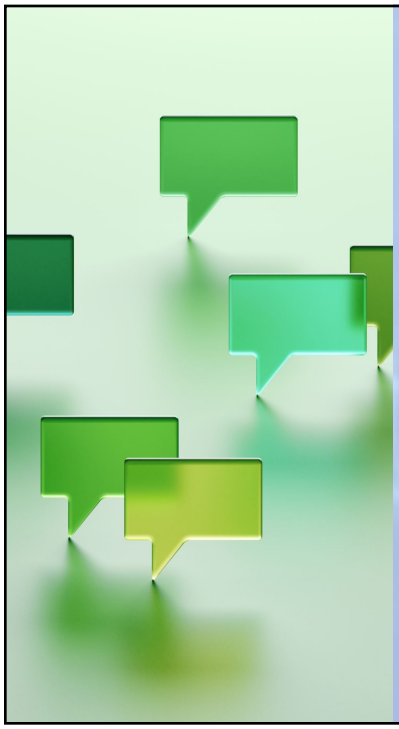

Enhancing Transparency and Communication

Clear reporting channels: Communicate the purposes and outcomes of both accountability and improvement efforts to internal and external stakeholders to foster transparency.

Public sharing of progress: Regularly share institutional progress related to key metrics in both accountability and improvement, emphasizing how data-driven improvements are being made.

24

Evidence-Based Decision-Making

Continuous professional development equips staff to leverage data for both compliance and enhancement of educational practices.

Collaborative decision-making fosters a culture where accountability and improvement are driven by stakeholder input and data analysis.

25

Fostering Collaboration between Stakeholders

Cross-departmental teams
Create working groups that include academic and administrative stakeholders to focus on how improvement strategies can meet external accountability demands.

External partnerships
Collaborate with accrediting bodies, policy makers, and peer institutions to ensure that accountability standards are aligned with practical improvement efforts.

26

Balancing Compliance and Innovation

Encouraging Innovative Practices: Recognizing innovative solutions within accountability frameworks can lead to improved learning experiences.

Implementing Pilot Projects: Pilot initiatives with clear accountability metrics demonstrate how innovation contributes to institutional objectives.

Reward Systems for Creativity: Institutions should provide incentives for creative approaches that meet both compliance and improve learning outcomes.

27

Developing a Shared Language of Success

Common frameworks: Use common assessment and evaluation frameworks across programs and departments to ensure that accountability measures are consistent and lead to measurable improvements.

Alignment of outcomes: Ensure that learning outcomes, institutional objectives, and accountability metrics are clearly aligned to avoid conflicting priorities.

28

Focus on Student Metrics

Graduation Success
Graduation rates reflect student success and institutional efficacy.

Retention Efforts
Effective strategies lead to higher retention rates over time.

Employment Outcomes
Strong employment statistics indicate program relevance and student readiness.

Engagement Factors
Active engagement correlates with both retention and academic success.

29

Technology Integration for Efficiency

Automated reporting tools: Use technology solutions that automatically generate reports from institutional data, ensuring that compliance reporting aligns with ongoing improvement efforts.

Learning analytics: Leverage learning analytics to provide real-time data that helps institutions meet both accountability metrics and improve student success through targeted interventions.

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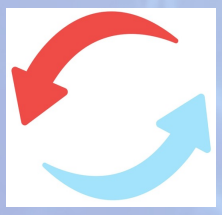
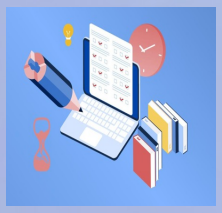
Streamlining Assessment Processes



Use formative assessments: Implement formative assessments that help improve student learning outcomes in real-time while providing data that can be used for accountability purposes.



Cycle of feedback: Create a feedback loop where the results from accountability assessments are used to directly inform and improve teaching, learning, and operational strategies.

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4th Workshop Activity

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TAKE A BREAK!

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Part 3
Sustaining the Assessment Process
How do you maintain the momentum?

34

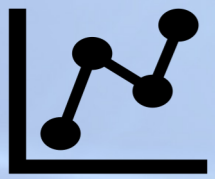
Embed Assessment into Institutional Culture

- Make assessment a shared responsibility
- Align assessment with institutional values
- Secure leadership support for ongoing efforts

35

Streamline and Simplify Processes

Keep assessment processes straightforward



Use efficient tools for data collection and analysis

Develop standardized reporting templates

36

Act on Data: Derive from Regular and Cyclical Assessment Process

- Establish a schedule for gathering meaningful data tied to learning outcomes
- Close the feedback loop by using data to inform decisions and conduct meta- assessment
- Create a regular and continuous cycle of assessment that supports incremental improvement overtime

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Provide Professional Development and Training

- Offer ongoing professional development for faculty and staff
- Develop assessment champions to lead efforts within departments
- Ensure training on data interpretation and assessment design

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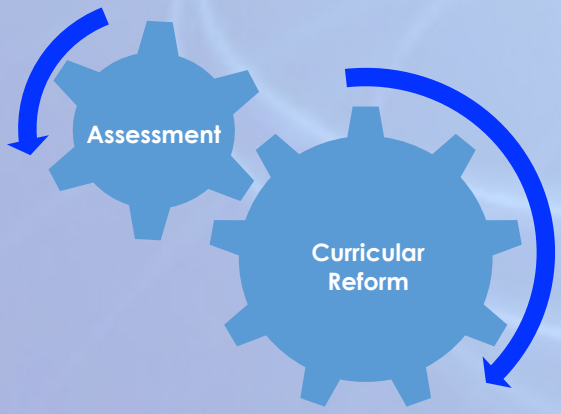
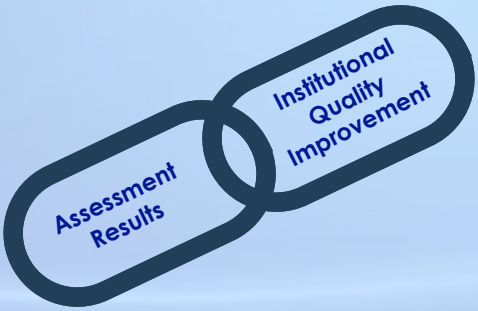
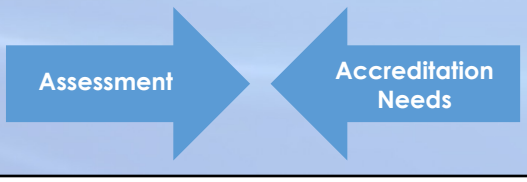
Align Assessment with Improvement Initiatives







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Engage Stakeholders

Student participation in assessment
incorporating student feedback into the assessment process makes students active participants, enhancing relevant teaching methods.

Faculty and staff engagement:
involving faculty in the assessment process ensures they understand its relevance, leading to improved strategies and practices.

Collaboration across departments
working across departments fosters a sense of shared responsibility in assessment efforts, paving a path for success in program development.

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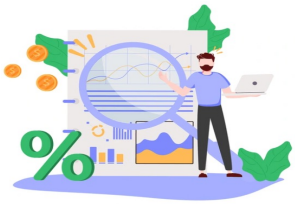
Utilize Assessment Data Visualization and Reporting

Use dashboards and charts to present data effectively



Ensure transparent reporting to internal and external stakeholders

Make assessment results accessible and actionable

41

Ensure Adequate Resource Allocation

Allocate sufficient resources (staff, technology, funding) for assessment efforts

Incentivize faculty and staff participation in assessment

Provide ongoing support for sustainability

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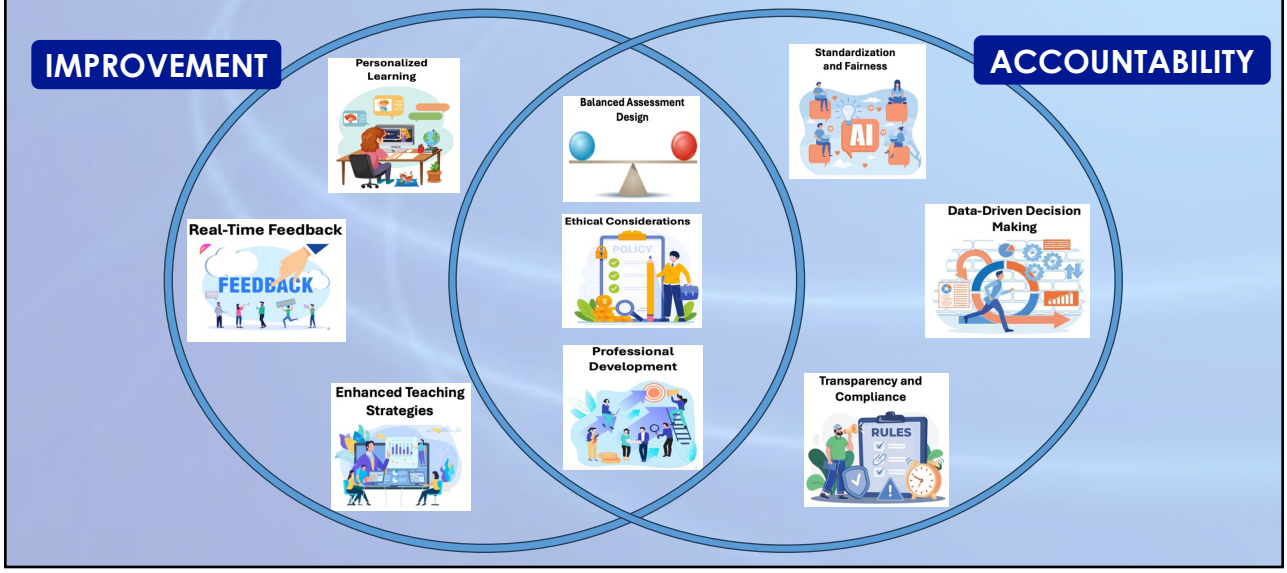
AI implications for harmonizing assessment for improvement and assessment for accountability.



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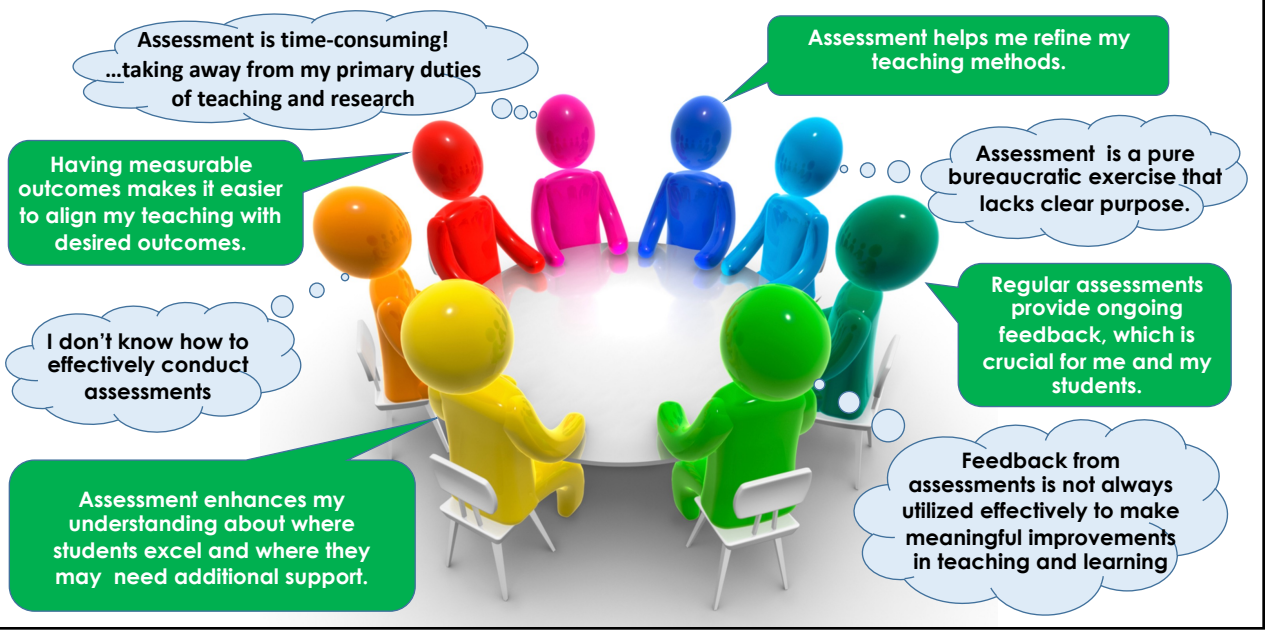
Resistance… how do you address it?



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Important Assessment Resources

- National Institute for Learning Outcomes Assessment (NILOA)
- Join the ASSESS Listserv
- Check out institutional websites:
  - ✓ James Madison University's *Center for Assessment and Research Studies*
  - ✓ University of Hawaii at Manoa's *Assessment and Curriculum Support Center*
- Assessment Conferences
  - ✓ Assessment Institute
  - ✓ Association for Institutional Research (AIR Forum)
  - ✓ Association for the Assessment of Learning in Higher Education (AALHE)
  - ✓ Regional Accreditation Conferences
  - ✓ Specialized/Discipline Specific Accreditation Conferences
- Linda Suskie Blog

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Contact Details

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https://www.ou.edu/assessment

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References

Banta, T. W., & Blaich, C. (2011). Closing the assessment loop. *Change: The Magazine for Higher Learning*, *43*(1), 22–27.

Suskie, L (2004). *Assessing Student Learning: A Common Sense Guide*. Bolton, MA: Anker.

Suskie, L (2009). *Assessing Student Learning: A Common Sense Guide* (2nd Ed.). San Francisco, CA: Jossey-Bass.

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HANDOUT A

The UNIVERSITY *of* OKLAHOMA

OFFICE OF ACADEMIC ASSESSMENT

NEEDS SURVEY FOR FACULTY (v. 4)

Part 1: YOUR VIEWS ABOUT ASSESSMENT

Please indicate your level of agreement with the following statements.
*(*Scale: *Strongly agree, Agree, Disagree, Strongly disagree, I don't know)*

My Department/School…

- Coordinates its student assessment activities annually in conjunction with campus administrators.
- Is recognized by faculty in other colleges/departments for its approach to program assessment.
- Has an effective plan for monitoring student outcomes.
- Demonstrates a great deal of consensus on its approach to student learning
- Collects information about employer needs for specific skills and knowledge among our graduates
- Is perceived as a campus leader on issues of student assessment.
- Has influence on assessment techniques I use in my course(s)

Overall, I believe that…

- Results of student evaluations of my teaching influence my approach to assessing their work.
- State or federally mandated assessment requirements improve the quality of undergraduate education.
- Student assessment reduces the quality of education.
- Student assessment limits the amount of time I have to devote to other academic activities such as research.
- Student assessment is more effective when determined by the faculty member rather than by the institution.
- Student assessment has improved the quality of education at this institution.
- From an educational standpoint, it is necessary for us to monitor what students learn.
- The effectiveness of teaching is enhanced when faculty regularly assess students.
- What I learn by assessing student learning has immediate relevance to what takes place in the classroom.
- Regular assessment of students accurately captures what they are learning in my classroom.
- Monitoring student assessment is a distraction and competes with essential academic work.
- Faculty have a professional obligation to regularly assess what students are learning in courses.

Part 2: PROFESSIONAL DEVELOMENT THEMES/TOPICS

a) The following section reflects important aspects of assessment at both course and program levels. Please rate each statement based on the following:

(i) Your perception of the <u>importance</u> of this aspect
(Scale: *Very important, Moderately important, Of little importance, N/A)*

(ii) Would you be interested in <u>attending a workshop</u> designed to address this aspect?
*(*Scale: *Definitely yes, Probably yes, Probably not, Unsure)*

- Defining course level student learning outcomes
- Defining program level student learning outcomes
- Aligning course level student learning outcomes with program level student learning outcomes
- Determining appropriate assessment strategies for face-to-face courses
- Determining appropriate assessment strategies for blended or fully on-line courses (including Open Courses).
- Developing strategies for assessing students' dispositions, virtues and attitudes
- Providing feedback to learners and using feedback to enhance instruction

- Organizing content in the best sequence for learning
- Using digital media to support learning *(wikis, blogs, social media)*
- Designing and assessing team-based learning sessions
- Making lectures engaging and interactive
- Using *clickers* and other technology to elicit student participation and promote engagement
- Developing service-learning initiatives to achieve learning goals
- Designing competency-based teaching/learning strategy
- Designing problem-based learning strategies
- Promoting case-based instruction
- Assessing large classes
- Integrating and assessing academic service learning into your course
- Developing rubrics for assessing assignments and projects
- Writing effective multiple-choice tests (that target higher order thinking skills)
- Classroom Assessment Techniques (CATs)/Informal, formative assessments
- Use and evaluation of portfolios
- Maintaining equity in assessment
- Using AI tools (e.g., ChatGPT) for teaching, learning and assessment

b) **What other topics/areas would you like to see presented?**

_____

_____

_____

c) **Would you be willing to join the staff of the Office of Academic Assessment as a guest speaker or a facilitator for any of the topics/areas mentioned above? Is yes, please write your name and e-mail address in the space below as well as and the topic(s) you'd be interested in facilitating**

_____

_____

d) **Can you suggest possible guest speakers or facilitators (on/off campus) for our workshops? Please provide names, institutions and their areas of expertise.**

_____

_____

Part 3: PREFERENCES FOR WORKSHOP DELIVERY METHODS AND FORMATS

Preferences for workshop formats often depend on the topic. However, it would be helpful if you could provide us with your general preferences for workshop formats, time, and length.

a) **Preferred formats (please check all that apply)**

- Formal face-to-face presentations followed by discussion
- Combination of presentation, group/interactive work, and discussion
- Self-paced/self-directed materials (e.g., Web-based resources, video tapes, handouts, etc.)
- Informal face-to-face events (e.g., presentations, brown bag meetings, etc.)
- Informal on-line sessions (e.g., web-based presentations, chat sessions, etc.)
- Other (please specify): _____

b) **Preferred day/time (please check 3 preferred starting times for each day of your choice)**

Day	Time							
	9am	10am	11am	12:00 Noon	1pm	2pm	3pm	4pm

c) **Preferred length (please check all that apply)**

- 45 min
- 60 min
- 90 min

d) ***Preferred way to receive information about upcoming workshops/sessions, programs, and program materials (please check all that apply)***

- Office of Academic Assessment website
- E-mail
- Phone
- Twitter
- Facebook
- Other, please specify:

Part 4: DEMOGRAPHIC INFORMATION

a) **Your primary appointment** *(department, College)*

b) **Tenure Status** *(Tenured, On tenure track, Not on tenure track)*

c) **Position** *(Professor, Associate Professor, Assistant Professor, Instructor, Ranked Renewable Term, Adjunct Professor/Visiting Professor)*

d) **Please indicate the type and format of courses you primarily teach:**

(i) Undergraduate credit (*Face-to-face, blended or 100% online*)
(ii) Graduate courses *(Face-to-face, blended or 100% online)*
(iii) Non-credit courses *(Face-to-face, blended or 100% online)*

e) **Gender** (male, female, do not wish to respond)

f) **Time at OU** (less than two years, 2-5 years, 6-9 years, more than 10 years)

g) **What is your ethnicity?**

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino/Latina
- Native Hawaiian or Other Pacific Islander
- White
- Mixed Race
- Other (please specify) _____

HANDOUT B

Curriculum Mapping Template

Program Student Learning Outcomes (SLOs)	Direct Assessments and Instructional Activities Implemented in Required Courses					Indirect Assessments
	Course 1	Course 2	Course 3	Course 4	Course 5	
Program SLO #1						
Program SLO #2						
Program SLO #3						
Program SLO #4						

For each course in every SLO, specify if contents ***Introduce (I), Advances (A)*** or provides ***Mastery (M).***

For each course in every SLO, identify the **instructional and learning activities** planned to address each SLO. Examples include: ***Lectures, Group Discussions, Critique of Journals/Reports, Simulation, Performance, Video or Script Analysis,***

For each course in every SLO, identify the main **Direct Assessments** planned to address each SLO. Examples include: ***Case study, Research Projects, Debate, Exhibition of student work, Exams, Group Presentation, Lab Reports, Performance, Studio Work, Written Projects, Internship Reports,***

In this column, state the **Indirect Assessments** used to gather student opinions about their learning experiences in the context of each SLO. Examples include: ***Student Surveys, Interviews, Course Evaluations, Focus Groups, etc.***

HANDOUT C

Example of BASIC Undergraduate Curriculum Map
BFA in Art

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media and Advanced Techniques	Senior Studio, Exhibition, & Portfolio	
SLO 1: Appropriately conduct and incorporate research findings into their work	X	X	X	X	X	X	X	X
SLO 2: Evaluate art movements from various cultures and time periods	X	X	X	X	X	X	X	X
SLO 3: Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context				X	X	X	X	X
SLO 4: Design and execute projects effectively				X	X	X	X	X
SLO 5: Use new tools and methods with facility				X	X	X	X	X
SLO 6: Create a distinctive body of work that embodies their personal approach and their creative and technical mastery				X	X	X	X	X

MAPPING KEY:
I=***Introduced***, A=***Advanced***, M=***Mastery***

HANDOUT D

Example of BASIC Undergraduate Curriculum Map *(with Levels)*

BFA in Art

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media and Advanced Techniques	Senior Studio, Exhibition, & Portfolio	
SLO 1: Appropriately conduct and incorporate research findings into their work	I	I	I	I	A	A	M	x
SLO 2: Evaluate art movements from various cultures and time periods	I	I	I	I	A	A	M	x
SLO 3: Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context				I	A	A	M	x
SLO 4: Design and execute projects effectively				I	I	A	M	x
SLO 5: Use new tools and methods with facility				I	I	I	A	x
SLO 6: Create a distinctive body of work that embodies their personal approach and their creative and technical mastery				I	I	A	A	x

MAPPING KEY:

I=***Introduced***, A=***Advanced***, M=***Mastery***

HANDOUT E

Example of ENHANCED Undergraduate Curriculum Map
BFA in Art

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	**Perspectives in Ancient & World Art**	**Critical Theories in Art**	**Foundation Studio I**	**Advanced Studio I**	**Future Media and Advanced Techniques**	**Senior Studio, Exhibition, & Portfolio**	
Appropriately conduct and incorporate research findings into their work.	I	I	I	I	A	A	M	Focus Groups, Alumni and Graduating Surveys
	Virtual and in-person resource orientations, lectures, group discussions, debates	Virtual and in-person resource orientations, lectures, group discussions, debates	Lectures, group discussions, artist seminars	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
	Written critiques	Written critiques	Mid-term and final papers	Artistic work product, oral presentation	Artistic work product, oral presentation	Artistic work product, oral presentation	Exhibition & portfolio presentation	
Evaluate art movements from various culturesand time periods.	I	I	I	I	A	A	M	Focus Groups, Alumni and Graduating Surveys
	Lectures, group discussions, debates virtual and in-person museum tours, PowerPoint reviews	Lectures, group discussions, debates virtual and in-person museum tours, PowerPoint reviews	Lectures, group discussions, artists seminars	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
	Written critiques	Written critiques	Mid-term and final papers	Artistic work product, oral presentation, written critiques of peer work	Artistic work product, oral presentation, written critiques of peer work	Artistic work product, oral presentation, written critiques of peer work	Exhibition & portfolio presentation, written critiques of peer work	
Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context				I	A	A	M	Focus Groups, Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
				Oral presentation of artistic work product	Oral presentation of artistic work product	Oral presentation of artistic work product	Exhibition & portfolio presentation	

MAPPING KEY:

I=***Introduced***, A=***Advanced***, M=***Mastery***

HANDOUT E

Program Student Learning Outcomes (SLOs) *Graduates of the BFA in Art should be able to:*	Required Courses							Indirect Measures
	Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media and Advanced Techniques	Senior Studio, Exhibition, & Portfolio	
Design and execute projects effectively				I	I	A	M	Focus Groups, Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
Use new tools and methods with facility				I	I	I	A	Focus Groups, Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition and portfolio process, iterative critique and dialogue w/peers & faculty	
				Artistic work product	Artistic work product	Artistic work product	Exhibition, portfolio presentation	
Create a distinctive body of work that embodies their personal approach and their creative and technical mastery				I	I	A	A	Focus Groups, Alumni and Graduating Surveys
				Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Artistic work process, iterative critique and dialogue w/peers & faculty	Exhibition & portfolio process, iterative critique and dialogue w/peers & faculty	
				Artistic work product, oral presentation	Artistic work product, oral presentation	Artistic work product, oral presentation	Exhibition & portfolio presentation	

MAPPING KEY:

I=***Introduced***, A=***Advanced***, M=***Mastery***

Example of ENHANCED Undergraduate Curriculum Map
BS in Meteorology

HANDOUT F

Program Student Learning Outcomes (SLOs) *Graduates of the BS in Meteorology should be able to:*	Required Courses						Indirect Measures
	Intro to Weather and Climate	**Atmospheric Dynamics**	**Severe and Unusual Weather**	**Climate and Renewable Energy**	**Severe Thunderstorm Forecast**	**Senior Capstone I and II**	
Demonstrate skills to conduct independent research at a professional level and convey their findings to their peers	I	I	I	A	A	A	Focus Groups, Alumni and Graduating Surveys
	Lab experiments, group discussions	Lab expriments, group discussions	Group discussions, video critiques.	Group discussions, Peer evaluation	Group discussions, Peer evaluation	Group discussions, Journal reviews	
	Written Lab Reports, Mid-term and Final Exams	Written Lab Reports	Mid-term and final papers	Group Research Projects, oral presentation	Group Research Projects, oral presentation	Final Research Project	
Review and challenge the work of others based on sound arguments and evidence	I	I	I	A	A	M	Focus Groups, Alumni and Graduating Surveys
				Group discussions, Journal Reviews.	Group discussions, Peer evaluation	Group discussions, Peer evaluation	
				Group Research Projects, oral presentation	oral presentation, written critiques of peer work.	written critiques of peer work.	
Analyze datasets and identify the significance of results				A	M	M	Focus Groups, Alumni and Graduating Surveys
				Group discussions, Peer evaluation	Group discussions, Peer evaluation	Group discussions, Peer evaluation	
				Group Research Projects, oral presentation	Oral presentation of artistic work product	Exhibition & portfolio presentation	
Design and execute projects effectively				A	M	M	Focus Groups, Alumni and Graduating Surveys
				Group discussions, Peer evaluation	Group discussions, Peer evaluation	Group discussions, Peer evaluation	
				Group Research Projects, oral presentation	Oral presentation of artistic work product	Exhibition & portfolio presentation	

MAPPING KEY:

I=***Introduced***, A=***Advanced***, M=***Mastery***

HANDOUT G (version 1)

PROGRAM OUTCOMES ASSESSMENT REPORT	
College: College of Arts and Sciences	
Department/School/Division: Psychology	**Degree Program:** Environmental Science
Report Submitted By: Dr. Doe	**Date of Submission:** September 1, 2024
Program Mission Statement: The Environmental Science Bachelor's program aims to equip students with the interdisciplinary knowledge and skills necessary to address complex environmental challenges. Our graduates will be proficient in scientific research, critical thinking, and effective communication, enabling them to contribute to sustainable solutions for environmental issues.	
Student Learning Outcome 1	*Graduates of our program will be familiar with various aspects of communication.*
Method(s) of Assessment	***Direct Measure AND Number of Students Assessed*** **(Required)** *All students will score a mean of "B" and above in all core courses at the end of each semester.* ***Performance Target*** See above.
Assessment Results	***Direct Measure(s)*****:** *90% of students in the BA program scored "B" and above in all courses taken this semester.*
Use of Results	*Since almost all students got a good grade in their courses, faculty are happy with the results. There is no need to make any changes.*

HANDOUT G (version 2)

PROGRAM OUTCOMES ASSESSMENT REPORT	
College: College of Arts and Sciences	
Department/School/Division: Psychology	**Degree Program:** Environmental Science
Report Submitted By: Dr. Doe	**Date of Submission:** September 1, 2024
Program Mission Statement: The Environmental Science Bachelor's program aims to equip students with the interdisciplinary knowledge and skills necessary to address complex environmental challenges. Our graduates will be proficient in scientific research, critical thinking, and effective communication, enabling them to contribute to sustainable solutions for environmental issues.	
Student Learning Outcome 1	*Upon completion of the BS in Environmental Studies program, students should be able to demonstrate effective written and oral communication skills.*
Method(s) of Assessment	***Direct Measure AND Number of Students Assessed*** **(Required)** ***Written Research Project:*** *Each student enrolled in the Capstone Course (ENV 4233) will be required to develop a 10-15-page research project based on individual research topic of interest in Environmental Studies. Research projects will then be evaluated by faculty to determine the quality of each student's written project as well as student's knowledge and application of environmental principles using a simple, generic rubric. Below are rubric scales:* ***6 = Exemplary*** *(>90%);* ***5 = Excellent*** *(80-89%),* ***4 = Very Good*** *(70-79%);* ***3 = Adequate*** *(60-69%);* ***2 = Weak*** *(50-59%),* ***1 = Insufficient*** *(below 50%).* ***Presentation of Research Projects:*** *Students are required to prepare a 10-15-minute presentation of their research projects to peers at the end of the semester. During the presentation, each student will be evaluated by other students and the faculty member on their organization/clarity, delivery, and grammar/mechanics, depth and accuracy of content, and presentation aids. The scales in the rubric used by both students and the faculty member will range from* ***1****=Beginning,* ***2****=Developing,* ***3****=Proficient and* ***4****=Mastery.*
Assessment Results	***Written Project:*** *Analysis of student performance indicate that 16 of the 25 students enrolled in the capstone course scored at "Excellent" level (i.e., between 80%-89%) regarding their knowledge and application of environmental principles while 13 students scored at that same range on the quality of the written research project. In addition, 5 students scored between 70%-79% on the quality of the written research project whereas 3 students scored at the "Adequate" level (i.e., 60%-69%) on knowledge and application of environmental principles. Overall, students performed better on the knowledge and application of environmental principles than they did on the quality of the written research project.* ***Project Presentations*** *were scored by both students and faculty based on organization/clarity, delivery, grammar/mechanics, depth and accuracy of content, and presentation aids. Each category was graded on a scale from 1=Beginning, 2=Developing, 3=Proficient and 4=Mastery. The average scores were:* ***3.56*** *(organization/clarity),* ***3.44*** *(delivery),* ***3.0*** *(grammar/mechanics),* ***2.4*** *(depth and accuracy of content) and* ***3.3*** *(presentation aids).*
Use of Results	Although, overall, students performed better on the *knowledge and application of environmental principles* than they did on *the quality of the written research project,* faculty intend to develop new strategies to help students' performance better on both criteria next year. In addition, presentation scores indicated low performance in terms of students' *depth and accuracy of content*. Below are recommendations for boosting student performance: ❖ *Encourage students to take advantage of the free tutoring services offered by the University Writing Center to boost their written proficiencies.* ❖ *Incorporate more in-class presentations of projects to help enhance students' presentation skills.* ❖ *Encourage students to participate by presenting at the annual Undergraduate Research Symposium.* ❖ *Develop more group assignments in the course to help boost students' interactions.* ❖ *Seek students' opinions on what faculty and the department could do to boost their presentation skills.*

HANDOUT H

OFFICE OF ACADEMIC ASSESSMENT

ASSESSMENT REPORT FEEDBACK

This document offers **color-coded** feedback for each program assessment report based on **each step** of the OU Program Assessment Process. For example, if a **Student Learning Outcome (SLO)** is not expressed in "**measurable**" terms, section "**a**" under "**NEEDS REVISION**" will be highlighted in **yellow** to indicate that the SLO **requires revision**.

PROGRAM ASSESSMENT PROCESS	COLOR CODES FOR EACH STEP			
	MISSING INFORMATION	NEEDS REVISION	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Step 1 **Articulate Student Learning Outcomes (SLOs)**	SLOs are missing.	One or more SLOs is unclear, reflects broad department goals and is not stated in measurable and/or observable terms.	ALL SLOs are clearly stated in **measurable and/or observable** terms and reflect specific **knowledge, abilities/skills** graduates of the degree program are expected to demonstrate.	SLOs are further defined by **Performance Indicators** (i.e., specific elements that contribute to the achievement of the main SLO).
Step 2 **Identify appropriate Direct Assessment Method(s), indirect assessment method(s), if applicable, and establish Performance Targets for each SLO**	Assessment methods are missing.	At least one of the methods lacks a description of the data collection process using direct measures, relies solely on end-of-course grades and/or indirect methods (e.g., student surveys). Performance targets are not reported, and no explanation is provided.	ALL methods describe the data collection process and include at least one appropriate **direct measure** for each SLO. Where applicable, report shows use of rubrics to measure quality of student work or surveys to gather student perceptions. Performance targets are reported. If none is reported, an explanation is provided.	1) Use of multiple methods. 2) Attachment of rubric(s). 3) Details on psychometric properties of assessment instruments (e.g., inter-rater reliability of rubrics).
Step 3 **Describe results of student performance in aggregate for each SLO**	Assessment results or findings are missing.	Results for one or more SLOs: (1) rely exclusively on end-of-course grades or indirect measures, (2) are unclear and not reported in aggregate, (3) are not aligned with methods or performance targets and (4) do not indicate the number of students assessed.	Results for ALL SLOs: (1) are presented **in aggregate** based on **direct measures**, (2) are directly **aligned** with methods and performance targets in each SLO, (3) show number of students assessed.	Trends are discussed to indicate progress of student performance and areas where students excelled, met standards, and fell short.
Step 4 **Describe recommendations and action plans for using assesment results to improve student learning and the overall program**	Use of assessment results information is missing.	Descriptions for one or more SLOs: (1) lack specific examples of planned or implemented use of assessment results for program improvement, (2) consistently indicate that no changes are needed without further explanation.	Descriptions reflect **specific examples of planned and/or implemented use of assessment results** for program improvement. Explanations are provided where descriptions indicate that no changes are needed.	The documentation thoroughly details the past and current actions implemented to improve or modify various aspects of the program's curriculum. Practical impact to student learning is clearly described.