

Reference: 8.2a: Student Outcomes: Educational Programs

Assessment Plan Quick Reference Guide

Student Learning Outcomes

Student learning outcomes	<ol style="list-style-type: none">1. (3) outcome statements2. Stating what “students” know, think or are able to do as a result of the instruction.3. Be stated in the future tense in terms of what students should be able to do as a result of instruction.
Assessment measures	<ol style="list-style-type: none">1. (2) measures per student learning outcome2. (2) Direct measures or (1) direct and (1) indirect measures per student learning outcome.3. Be directly related to the outcome.
Performance targets	<ol style="list-style-type: none">1. Use component (not student or respondent) as unit of analysis.2. Relate to outcome and assessment measure.3. Be specific (“x% of responses will be correct for each question” or “y% of scores for each item on rubric or survey will be at least 4”). (SLO)4. Avoid vague words such as “most” or “majority”5. Avoid “all” or “100%” targets
Results and Analysis	NOT INCLUDED IN THE ASSESSMENT PLAN
Improvement Plans	

Example:

Student Learning Outcome: *Students completing the BA program in English will demonstrate their ability to analyze various texts using literary concepts.*

Class: *ENG 308*

Course Mode: Face-to-Face

Assignment: *Written analysis of a literary text*

Evaluation Tool: *Rubric: Four sections to be evaluated - Writing task, Analysis, Development, and Written Expression: Each section evaluated of 3.0 or higher on a 1*

(low) to 4 (high) scale: 1 - Novice; 2- Developing; 3- Competent; 4 – Proficient on each of the four sections.

Performance Target: *On 70% of the papers, the average of 3 evaluators' scores will be a score of 3.0 or higher on a 1 (low) to 4 (high) scale: 1 - Novice; 2- Developing; 3- Competent; 4 – Proficient.*