Reference: 8.2a: Student Outcomes: Educational Programs

Assessment Plan Quick Reference Guide

Student Learning Outcomes

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| Student learning outcomes | 1. (3) outcome statements 2. 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 | 1. (2) measures per student learning outcome 2. (2) Direct measures or (1) direct and (1) indirect measures per student learning outcome. 3. Be directly related to the outcome. |
| Performance targets | 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.*