

Indicators of Good Practice in Academic Program-level Assessment of Student Learning

Are these elements of good practice demonstrated in the annual program/major assessment process/report?

Y	N	Collaborative Work:	Notes
		Is the program assessment process collaborative so that many faculty participate in the processes (such as developing PLOs, collecting data, curriculum mapping, developing conclusions, identifying changes and implementing improvements)?	
		Does the process invite the creation of shared responsibility within/across departmental faculty?	
Y	N	Quality of the Program-level Student Learning Outcomes (PLOs):	
		Do the program learning outcomes (PLOs) address student learning (rather than program operational goals)?	
		Do PLOs describe levels of knowledge, skills or attitudes students should have acquired by program completion/exit?	
		Do PLOs reach higher levels of student learning on Bloom's or a similar taxonomy?	
		Are the PLOs described in a manner that is measurable?	
		Do the PLOs relate to performance standards or benchmarks (including external) in this discipline/program area?	
		Is the level of student achievement desired described for each PLO?	
		Is there at least one program-level PLO related to each of the six GLOs? Is the PLO for GLO #1 Christian Faith explicit about Christian?	
		Is the cycle/schedule indicating when each program PLO is assessed included? (after the FOCUS GLO process)	
Y	N	Curriculum Mapping:	
		Has the department engaged in curriculum mapping of PLOs to both the GLOs and to required courses and learning experiences?	
		Does the curriculum map identify courses where learning is related to each PLO? Do maps indicate where learning is introduced (I), developed (D), as well as assessed at the exit level (A2)? (entry level is optional = A1).	
		Application: Do program syllabi align with the map? Is the map used in revisions?	
		If applicable, are program courses in the core mapped to the ULAOs? (maybe on the syllabi rather than a map)	
Y	N	Measurement Tools and Procedures:	
		Are measurement tool(s) described for each program PLO reported on this year?	
		Does the tool accurately measure the nature and level of learning described in each PLO?	
		Are tools primarily <i>direct measures</i> (that actually measure student learning)?	
		If a tool measures more than one PLO, is the report/department clear about which aspect of that tool accurately measures a particular PLO? (i.e. one row in a rubric rather than grades on an assignment)	
		Is information provided about when and how each tool is used to collect data?	
		Do indirect measures (such as student perceptions about learning) support but not replace the use of direct measures?	

Y	N	Evidence/ Results:	
		Are reported results aggregated across groups of students rather than reported for individual students?	
		Are data/results provided for each program PLO being assessed this year?	
		Does evidence/results arise from data acquired through the identified tools?	
		Is the evidence analyzed and described according to each program PLO (rather than aggregated across multiple PLOs) so changes may be recommended to improve student learning related to individual PLOs, including those where performance is too low?	
Y	N	Conclusions:	
		Do the conclusions/evaluations relate to evidence collected on student learning (results) for each PLO?	
		Do the results/conclusions provide sufficient information to identify where changes can be made?	
		Do the conclusions compare evidence/results (actual achievement) to the goal level of achievement desired (desired achievement) for each program PLO measured this year?	
		Are conclusions meaningful?	
Y	N	Changes/ Improvements Recommended:	
		Are proposed changes based on conclusions?	
		Are proposed changes specific and identify how and when they will be implemented?	
		Do proposed changes address at least the weak areas in student performance?	
Y	N	Impact of Previous Recommendations:	
		Were previously recommended changes implemented and tracked?	
		Has the program been able to link recommendations implemented to changed results?	
Y	N	Uses of the Information:	
		Does the program use assessment processes and/or results to further improve the program learning outcomes, tools, curriculum, or teaching?	
		Does the program use assessment processes and/or results to improve departmental policies/procedures/processes?	
		Does the program use assessment processes and/or results to improve the assessment process itself?	
		Does the program use assessment processes and/or results to improve student achievement/student learning?	
		Does the program use assessment information to identify priorities or initiatives in strategic plan or budgets?	
		Does the program use the information to communicate student success to the public and other stakeholders?	