Six-Step Assessment Process: Student Learning Outcomes

Assessment: Basics

09.18.17
Get ready for WSCUC

2012
Reaccredited
(7 yrs)

2015
Interim Report

2016
Mid-Cycle Report

Areas of Concern:
- Integrated strategic plan
- Assessment
- Student success
- Funding

Fall 2018
Self-Study Due

Spring 2019
Off-Site Review

Fall 2019
On-Site Visit
Where do we carry out assessment

- WSCUC
  - Core Competencies
  - University Learning Goals
  - Program SLOs
  - Near or at graduation

- University
  - Strategic Plan Goals

- Program

- Course
  - Course Learning Outcomes
SLOs at different levels

**WSCUC**
Quantitative Reasoning

**University**
Graduates are able to apply quantitative reasoning to real-world problems.

**Program**
Students are able to use statistical tools to interpret data from research studies.

**Course**
Students are able to calculate and interpret a variety of descriptive and inferential statistics.

*Adapted from Mary Allen workshop (2006)*
Six-step assessment process*

- What do we want our students to learn and/or our units to accomplish?
- How are we doing?
- How do we know?
- What evidence do we need to know to determine whether we are successful?
- How are we documenting the assessment AND improvement activities/results?
- What changes are we making? Are the changes working?
- How do we use data to confirm/improve our practices?

*AECC  Spring 2014
Step 1: Develop student learning outcomes

• A statement

• Significant and essential learning that students achieve at the end of a program

• What students should be able to accomplish at the end of a course, curriculum, or any educational experience

  • Example: “At the end of the Assessment Basics workshop, participants will be able to differentiate ‘indirect’ evidence from ‘direct’ evidence of learning.”
What is a SLO

Knowledge
- Facts
- Concepts
- Theories
- Principles
- ...

Skill
- Critical thinking
- Communication
- Teamwork
- Quantitative reasoning
- ...

Attitude
- Civic engagement
- Cultural competency
- Professionalism
- Life-long learning
- ...

...
Where do SLOs come from

Alignment

- General vs. Discipline-specific
- "Top-down" vs. "Bottom-up"
- Adapt from existing “best practices”
- Engage faculty
- Involve important but often forgotten stakeholders (students, alumni, employers, etc.)
<table>
<thead>
<tr>
<th>Mission</th>
<th>Holistic vision of the values and philosophy of an institution/department/program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Broad, general statements about knowledge, skills, attitudes, etc. expected in students</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Clear, specific “operational definitions” of goals</td>
</tr>
<tr>
<td>Objectives</td>
<td>Intended instructional strategies or learning opportunities</td>
</tr>
</tbody>
</table>

*Learner-centered*  
*Instructor-centered*  

*Adapted from Mary Allen workshop (2006) & ALA (2016)*
What are good SLOs

- Learner-centered, not instructor-centered
- Aligned with the mission and goals of WSCUC, university, college, program, etc.
- Focus on “high-priority learning”
- Real (not aspirational)
- Simple language
- Specific, clear and concise
- Demonstrable and measurable
- Discrete (no “double-barrel” statements)
- Manageable (more is not better)

*Adapted from Mary Allen workshop (2006) & ALA (2016)*
# Sound SLOs are Active

## Levels of SLOs

(Bloom et al., 1956)

<table>
<thead>
<tr>
<th>Levels</th>
<th>Bloom’s Taxonomy</th>
<th>Example Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Assess, Conclude, Criticize, Justify, Value</td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>Assemble, Create, Design, Produce, Reconstruct</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyze, Compare, Differentiate, Experiment, Solve</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Apply, Demonstrate, Modify, Practice, Use</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Convert, Explain, Interpret, Paraphrase, Report</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Define, Describe, List, Name, Outline</td>
<td></td>
</tr>
</tbody>
</table>

Increasing level of complexity
## SLO examples

<table>
<thead>
<tr>
<th>ULG</th>
<th>SLO</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual literacy (ULG 1)</td>
<td>Students can describe and/or explain relevant theories, concepts and related research findings.</td>
<td>Child and Adolescent Studies, B.S.</td>
</tr>
<tr>
<td>Critical thinking (ULG 2)</td>
<td>Apply mathematics, chemistry, biology and/or physics to help clarify the mechanism behind major geological systems.</td>
<td>Geology, B.A.</td>
</tr>
<tr>
<td>Communication (ULG 3)</td>
<td>Communicate interpretations and conceptualizations of theatrical material orally, in writing, and through performance or other means of artistic expression.</td>
<td>Theatre Arts, B.A.</td>
</tr>
<tr>
<td>Teamwork (ULG 4)</td>
<td>Recognize and apply appropriate concepts and theories of motivation to achieve group and organizational goals.</td>
<td>Business Administration, B.A.</td>
</tr>
<tr>
<td>Community perspective (ULG 5)</td>
<td>Students will use sociological knowledge and skills to engage with local and global communities for the purpose of social justice.</td>
<td>Sociology, B.A.</td>
</tr>
<tr>
<td>Global community (ULG 6)</td>
<td>Students can describe and explain causes and consequences of change over time in and across different global regions.</td>
<td>History B.A.</td>
</tr>
</tbody>
</table>
## Curriculum mapping

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO1</th>
<th>SLO2</th>
<th>SLO3</th>
<th>SLO4</th>
<th>SLO5</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Introduced</td>
<td></td>
<td>Introduced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101</td>
<td></td>
<td>Introduced</td>
<td></td>
<td></td>
<td>Introduced</td>
</tr>
<tr>
<td>200</td>
<td>Practiced</td>
<td></td>
<td></td>
<td>Introduced</td>
<td></td>
</tr>
<tr>
<td>230</td>
<td></td>
<td>Practiced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Practiced</td>
<td>Practiced</td>
<td></td>
<td></td>
<td>Practiced</td>
</tr>
<tr>
<td>350</td>
<td></td>
<td>Mastered</td>
<td></td>
<td></td>
<td>Mastered</td>
</tr>
<tr>
<td>401</td>
<td>Mastered</td>
<td></td>
<td>Practiced; Mastered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Curriculum mapping example 1

Curriculum Map: Student Learning Goals, CAS Core Courses, and Year of Assessment

<table>
<thead>
<tr>
<th>Year</th>
<th>SLG</th>
<th>101</th>
<th>201</th>
<th>215</th>
<th>394</th>
<th>300</th>
<th>301</th>
<th>305</th>
<th>310</th>
<th>325A</th>
<th>325B</th>
<th>321</th>
<th>322</th>
<th>323</th>
<th>AdvPr</th>
<th>490</th>
<th>491</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a. Describe and explain relevant theories, concepts, and related research findings.</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>*</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>1b. Identify and describe normative development.</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>D/M</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>5</td>
<td>1c. Describe individual, cultural, and environmental differences.</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>4c. Identify funding, services, and advocacy strategies at the local, state, federal, and international levels that support children, adolescents, families and communities</td>
<td>*</td>
<td>I</td>
<td>*</td>
<td>D</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td>*</td>
<td>M</td>
<td>*</td>
<td>M</td>
</tr>
<tr>
<td>3</td>
<td>2a. Identify, access, analyze and synthesize relevant sources</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I/D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>2b. Critically analyze research studies.</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I/D</td>
<td>*</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>4</td>
<td>3a. Write effectively in APA style, taking purpose and audience into account</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>*</td>
<td>I/D</td>
<td>I/D</td>
<td>I/D</td>
<td>*</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>*</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>3b. Make effective oral presentations, taking purpose and audience into account</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>2</td>
<td>4a. Apply theories, concepts and research findings to promote child well-being</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>4b. Identify relevant ethical and legal issues and the impact of possible actions in real-world situations</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>D/M</td>
<td>*</td>
<td>I</td>
<td>I/D</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td>*</td>
<td>M</td>
</tr>
</tbody>
</table>

I: Introduced  D: Developed  M: Mastered
### Table 1. Oral Communication Senior Assessment Results of Three Cohorts.

<table>
<thead>
<tr>
<th>Scale or Subscale</th>
<th>2011 Results</th>
<th>2012 Results</th>
<th>2013 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corresponding Objective(s)</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean (sd)</td>
</tr>
<tr>
<td>Oral Communication Rubric (n=25): 1 = unsatisfactory, 2 = emerging, 3 = competent, 4 = highly competent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery Skills</td>
<td>4</td>
<td>2.8</td>
<td>2.5</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Body</td>
<td>4</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Conclusion</td>
<td>4</td>
<td>2.9</td>
<td>2.7</td>
</tr>
</tbody>
</table>

**Table 2. Curriculum Map of Pop Culture Program (Oral Communication is Objective 4).**

Coverage of objective: 0 = No Coverage, 1 = Slight Coverage, 2 = Moderate Coverage, 3 = Major Coverage

Source: James Madison University
Case Study: Step 1
Step 2: Identify methods and measures learning

• We are *already* and *always* assessing student learning

• The evidence/measures already in place is NOT always the best place to start
  • Do the measures address the SLO?
  • What are the active verbs in the SLO?
Direct vs. Indirect

**Direct**
Student behaviors or products that demonstrate their mastery of SLO

- Exam/Quiz
- Paper/Presentation
- Project/Portfolio
- Recital/Exhibition
- Peer evaluation
- …

**Indirect**
Reported perceptions about student mastery of SLO

- Self-reflection essay
- Self-report survey
- Interview
- Focus group
- Report by alumni, employer, etc.
- …

Direct evidence helps tell us “what”, and indirect evidence helps tell us “why”. 
Formative vs. Summative

**Formative**
Evidence of student learning gathered **during** a course/program for the purpose of guiding teaching and learning improvements

- One-minute paper
- “Muddiest” point
- In-class problem solving
  ...

**Summative**
Evidence of student learning gathered **at the conclusion** of a course/program for the purpose of measuring student proficiency

- Final exam
- Thesis/Dissertation
- Capstone project
  ...
A bit more vocabulary…

| Embedded                      | - Measures integrated into the regular curricular process  
|                              | - Can be used to judge individual student performance in a course, AND can be aggregated to demonstrate mastery of SLOs for a program |

| Authentic                    | - Assessment measures that ask students to apply their learning to solve real-world problems, or meaningful tasks that replicate “real world” scenarios |

| Value-added                  | - Measures designed to capture the increase in students’ learning during a course or program  
|                              | - More indicative of the contribution an institution/program/course make to student learning |
Choosing the right measure

- **Valid:** Are you measuring the outcome?
- **Reliable:** Are the results consistent?
- **Actionable:** Do the results clearly tell you what students can or cannot do?
- **Triangulation:** Are there multiple lines of evidence for the same SLO?
- **Meaningful and engaging:** Are faculty engaged? Do students care?
- **Sustainable:** Can the process be managed effectively within the program context?
Align measures with outcomes

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Increasing level of complexity

Evaluate theoretical frameworks; Construct an argument; Self or peer evaluation; Critique research studies

Design plans; Organize ideas; Propose models; Produce artifacts; Negotiate agreements

Analyze perspectives; Compare viewpoints; Unpack connections; Examine case studies

Develop presentations; Identify problem-solving strategies; Use models, formulas or equipment in real life scenarios

Paraphrase readings; Report observations; Summarize events; Explain concepts

Define concept; Matching terms; List key components; Label diagram; Describe phenomena
Triangulating direct and indirect measures

Chemistry - B.S. program:
SLO: Student can explain the fundamental chemistry principles.

DIRECT
- Final exam questions (Multiple-choice/Short-answer)
- Senior project (paper/presentation)
- ACS exam
- Concept inventory
- ...

INDIRECT
- Graduation survey
- Alumni survey
- Employer focus groups
- ...

...
Nursing - D.N.P. program:

SLO: Student are able to work effectively in a team.

**DIRECT**
- Scenario-based exam questions
- Team project score
- Team member peer evaluation
- Instructor observation
- ...

**INDIRECT**
- Self-reflection journal
- Self-assessment survey
- Student interviews
- ...

Triangulating direct and indirect measures
Triangulating direct and indirect measures

GE program:

**SLO**: Student will analyze, interpret, and utilize verbal or numerical information.

**DIRECT**
- Signature assignment
- Capstone project
- Common exam (CLA+ or local)
- ePortfolio
- …

**INDIRECT**
- Student survey
- Student reflection essays
- Faculty focus group
- …
Collect meaningful evidence in a feasible way

• We are *already* and *always* assessing student learning

• Grading is not assessment, but assessment could contribute to grading

• Prioritize embedded measures

• Look for capstone courses, culmination experiences, etc.

• Look for measures that yield multiple lines of evidence
What are rubrics

• Scoring guides that explicitly classify learning products/behaviors into categories that vary along a continuum.

• No one format - Flexible!

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Capstone</td>
</tr>
<tr>
<td>Explanation of issues</td>
<td>Issue/ problem to be considered critically is stated, clearly and comprehensively, defining all relevant information necessary for full understanding.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
</tr>
<tr>
<td>Influence of context and assumptions</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
</tr>
<tr>
<td>Student’s position (perspective, thesis/hypothesis)</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Other’s points of view are synthesized within position (perspective, thesis/ hypothesis).</td>
</tr>
<tr>
<td>Conclusions and related outcomes (implications and consequences)</td>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.</td>
</tr>
</tbody>
</table>

Basic elements:
# A rubric example: Critical Thinking

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1: Below Basic</th>
<th>2: Basic</th>
<th>3: Proficient</th>
<th>4: Advanced</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A INFORMATION ORGANIZATION</strong></td>
<td>No communication of information from sources. The use of information is inconsistent or inappropriate so the intended purpose is not achieved.</td>
<td>Communicates and organizes information from sources. The information is not well synthesized.</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved, but would benefit from improved clarity.</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose with exceptional clarity.</td>
<td>N/A</td>
</tr>
<tr>
<td>Appropriately present and organize supporting information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B SOURCE SELECTION</strong></td>
<td>Information taken from questionable and/or irrelevant sources.</td>
<td>Information taken from somewhat adequate and reasonable sources.</td>
<td>Information taken from adequate and reasonable sources.</td>
<td>Information taken from high quality and relevant sources.</td>
<td></td>
</tr>
<tr>
<td>Choose information from reliable, relevant and valid sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C ARTICULATION PROCESS</strong></td>
<td>Poor evaluation or interpretation of the information.</td>
<td>Limited evaluation or interpretation of the information.</td>
<td>Proficient evaluation or interpretation of the information.</td>
<td>Sophisticated evaluation or interpretation of the information.</td>
<td>N/A</td>
</tr>
<tr>
<td>Analyze, evaluate or interpret information critically for accuracy, appropriateness or sufficiency to pursue specific conclusion(s), argument(s) or solution(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D VALIDITY AND RELEVANCE OF ARGUMENT/CONCLUSION</strong></td>
<td>Arguments are unsupported or irrelevant (to the assignment). Conclusions are unsupported, non-existent, or unrelated to the information presented.</td>
<td>Arguments are weakly supported. Conclusions are somewhat logical, but incomplete, flawed or irrelevant.</td>
<td>Arguments are relevant (to the assignment) and supported for relevant patterns to emerge. Conclusions adequately follow from the information presented.</td>
<td>Arguments are relevant (to the assignment) and highly supported in a sophisticated manner allowing for important patterns to emerge. Innovative conclusions follow from the information presented.</td>
<td>N/A</td>
</tr>
<tr>
<td>Clearly articulate the value, validity and relevance of argument(s) and conclusion(s), and if applicable, acknowledge relevant personal perspective(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E CREATIVE APPLICATION OF KNOWLEDGE</strong></td>
<td>No application of prior learning or existing knowledge to a new context.</td>
<td>Limited or simplistic application of prior learning or existing knowledge to a new context</td>
<td>Appropriate application of prior learning or existing knowledge to a new context</td>
<td>Thoughtful or innovative application of prior learning or existing knowledge to a new context that reflects integration and synthesis of information, and complexity of the issue.</td>
<td>N/A</td>
</tr>
<tr>
<td>Apply prior academic knowledge to a new context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case Study: Step 2
Step 3: Determine criteria for success

- **A performance standard:**
  - What level of performance is good enough?
  - Pre-determined!
  - Supported by historical data, reasonable expectations, theoretical frameworks...
## Criteria for success examples

<table>
<thead>
<tr>
<th>Program</th>
<th>Method/Measure</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance, B.A.</td>
<td>Annual Dance Major assessment of students’ demonstration of technical skills, application of performance concepts, and understanding of movement vocabulary</td>
<td>70% of students will receive a “meets expectations” or “exceeds expectations” using the grading rubric</td>
</tr>
<tr>
<td>Liberal Studies, B.A.</td>
<td>Exit survey on interdisciplinary connections</td>
<td>At least 80% of the students respond to the relevant exit exam question with options “high” or “very high”</td>
</tr>
<tr>
<td>Educational Leadership, Ed.D.</td>
<td>Student survey on self-perceived knowledge and competence</td>
<td>A minimum of 75% of candidates have an average rating of 3 or higher</td>
</tr>
</tbody>
</table>
Step 4: Collect and analyze data

• **Sampling!**
  - Relevant, Representative, and Reasonably sized
  - Determined by the outcome and program context
  - Moderate sample size is sufficient (e.g. “50-80” rule; 20-30%).
    - Very large sample size is rarely needed.
    - If homogenous student population, small samples are sufficient.

• Coordinate with other campus initiatives that can measure student learning
Case Study: Step 3 & 4
Step 5: Plan and execute improvement actions

- Review the assessment findings

- Types of changes:
  - Curriculum
  - Pedagogy
  - Faculty support
  - Student support
  - Resources
  - Assessment plan
  - More data collection?

- Don’t forget to re-assess the improvement actions!

NILOA (2014)
Improvement actions example

• Business Communication

• Student writings of a case analysis were graded using the CLASS rubric, and found that students had the greatest deficiencies in “Strategy”.

• Program 1) collected additional demographic data to narrow down weakness population; 2) offered faculty development workshop on case analysis; 3) emphasized use of topic sentences and supporting evidence; 4) provided sample professional documents for use in classroom and homework exercises.

• Writing communication scores improved 17% between 2009 and 2012
Step 6: Document assessment activities

Tell a coherent story

Weigh the pig AGAIN
Case Study: Step 5 & 6
A multi-year assessment plan

**What to plan for:**

- Timeline
- Process
- Participants
- Steps to turn assessment results into improvement actions
- Self-evaluation/Reflection of the assessment process
A multi-year assessment plan (cont.)

**Guidelines:**

- Limit to 5-7 SLOs
- Determine a realistic assessment plan cycle, i.e. how long (e.g. 7 years) to complete meaningful assessment of all SLOs
- Create a multi-year assessment plan that assesses 1-2 SLOs a year
- Consider overlapping assessment (of new SLO) and improvement (of assessed SLO) activities
- Make sure assessment involves the entire program/department

Outcome is not for only 1 year
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