LEARNING OUTCOMES

Reflect the program’s mission/ goals.
Identify specific skills, knowledge and attitudes students will demonstrate.
Use unambiguous language, including specific action verbs.
Represent appropriate levels of cognition and other aspects of learning based in Bloom’s and other taxonomies.
Are clearly measurable.
Are readily available to stakeholders.

METHODS

Are a clear fit for the outcomes.
Lend themselves to outcome-specific results.
Include at least one direct method for each outcome.
Provide opportunities for data triangulation.
Identify the assessment context (i.e. course or event) as well as a clear procedure for analysis by program faculty (i.e. criteria, rubric, process).
Clearly defines desired results-informed by results and actions from previous— for each outcome.

ANALYSIS OF RESULTS

Establishes the integrity of the process (through description of sampling process, testing conditions and protocols, student motivation,…), and the validity of the results.
Clearly links results to instrument that yielded them.
Compares results with results from previous assessment cycle.
Presents a sensible interpretation of results consistent with the outcomes, methods and desired results, referring back to past actions, when appropriate.
Demonstrates faculty engagement in the process, involving more than one individual.

ACTIONS TAKEN

Are specific and viable for the program.
Are clearly derived from the interpretation of results, with evidence that results were disseminated to faculty.
Include a rationale.
Are clearly faculty-driven,
Aim to enhance student learning in the program.
Address specific, measurable strengths as well as deficiencies / weaknesses in student performance.
Have been implemented or at least initiated, with clear details about timeframe and responsible individuals.

OVERALL REPORT

Establishes how the assessment process informs the programs’ efforts to enhance student learning over time.
Provides evidence of the program’s sustained efforts to enhance its assessment process (through past or planned actions).
Is complete, with all required fields filled out.
Includes supporting documents (Rubrics, criteria sheets,…).
Provides evidence that all or most outcomes are assessed annually.
Includes a rationale for extending assessment cycle.

Making Programmatic Learning Outcome Assessment Work-- Corinne Nicolas-- 9 April 2015