

# GUIDELINES AND HINTS FOR COMPLETING THE ANNUAL STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

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REPORT TEMPLATE in normal text

***REQUIREMENTS in bold italic***

*SUGGESTIONS and INFORMATION in italic not in bold*

Components of the Assessment Unit \_\_\_\_\_  
\_\_\_\_\_

***List all components of the Assessment Unit e.g. BS Biology or BA English: Writing Option. See [cstl.semo.edu/poc/poie/UARC\\_Page.htm](http://cstl.semo.edu/poc/poie/UARC_Page.htm) for a link to a list of Assessment Units with components.***

## I. ASSESSMENT PLAN

### A. Goals and/or Objectives

***Goals/objectives should be specific and measurable.***

***Each Assessment Unit should have several goals and/or objectives.***

*Examples of specific goals appropriate for student learning outcomes assessment. This list is intended as an example and not to be prescriptive. Each department is expected to develop an appropriate list of goals/objectives that address the needs of its students and discipline.*

- 1. Knowledge Base: Students will demonstrate knowledge of the basic issues in XXXXXXXX, xxxxxxxx, and xxxxxxxx.*
- 2. Discipline Specific Skills: Students will demonstrate basic discipline related skills.*
- 3. Critical Thinking: Students will demonstrate the ability to analyze issues and to apply theories to specific cases.*
- 4. Communication Skills: Students will demonstrate competence in oral and written communication.*
- 5. Computer skills: Students will demonstrate the ability to use a PC for word processing, spreadsheet, and database applications.*
- 6. Data Acquisition Skills: Students will demonstrate the ability to locate and gather economic data in conventional sources and on the Internet/WWW.*
- 7. Research Skills: Students will demonstrate the ability to do research.*
- 8. Workplace and Graduate/ Professional School Preparation: Students will demonstrate that they are prepared to succeed in the work place or graduate/professional school.*

*Example of an insufficient statement of goals/objectives for student learning outcomes assessment*

*The principal goal of the undergraduate program is to offer a broad-based curriculum with opportunity for specialization.*

*Examples of inappropriate goals for student learning outcome assessment*

*Increase the number of majors*

*Receive accreditation for a specific program*

*Increase faculty professional development*

*Acquire additional space*

1. List the Common Goals and/or Objectives for the Components of the Assessment Unit

***Goals and methods that are common to all components of the assessment unit should be listed here. For example***

- a. *Critical Thinking Skills: Demonstrate the ability to analyze issues and apply technical problem solving skills to specific cases.*
  - b. *Communication Skills: Demonstrate competence in oral and written communications.*
  - c. *Research and Data Gathering Skills: Demonstrate the ability to conduct “applied research,” which also includes locating, gathering, and analyzing pertinent information to improve systems and processes.*
  - d. *Computer Skills: Students will demonstrate the ability to use computers to solve technical problems.*
  - e. *Workplace Preparation: Students will demonstrate that they are prepared to succeed in the workplace.*
2. List any Specific Goals and/or Objectives for individual Components of the Assessment Unit.

***Goals and methods specific to one or more but not all components of the Assessment Unit should be listed here. Indicate which component(s) is/are being assessed. For example***

***B.S. in Hospitality Management***

- a. *demonstrate mastery of knowledge and skills necessary for entry level positions in food service and/or hospitality.*
- b. *exhibit behaviors, skills and attitudes appropriate to the values and ethics of the hospitality industry.*

B. Methods

***Methods must be student learning out comes measures***

*Examples of appropriate methods*

*This list is intended to provide examples and is not intended to exclude other valid measures of student learning outcomes.*

*Local Instruments*

*Department Designed and Validated Instruments*

*Nationally Normed tests*

*CCTST*

*MFAT*

*PRAXIS*

*GRE of exiting but not entering students*

*CBASE*

*Discipline specific licensure/certification examinations*

*NCLEX*

*CPA*

*Performance Based Assessments*

*WP003*

*Capstone Papers/projects with a protocol for evaluation*

*Portfolios with a protocol for evaluation*

*Demonstration of Performance Skills*

*Thesis/Graduate Project with a protocol for evaluation*

*Internship/practica evaluations*

*Items related to student learning outcomes only*

*Student Honors Received*

*Student Presentation and Publication*

*Student and Alumni Surveys/Interviews*

*Items related to student learning outcomes only*

*Placement and Acceptance data*

*Examples of inappropriate methods*

*GPA*

*Number of Graduates/Majors*

*Faculty Professional Development Activities*

*Student Evaluation of Instruction of Individual Faculty Members*

*Student Demographics*

*Attendance or participation in an activity when there are no measures of student learning*

***There should be one or more methods for each goal/objective. A method can be used for more than one goal or objective but several methods should be used in the assessment process.***

1. Complete the Following Table for Each Method of Assessment

**Add additional lines as needed to discuss all methods of assessment.**

*Years Used*

*Enter the number of years each instrument has been used. If this is the first year enter new.*

*Students assessed*

*Indicate what group of students are being assessed e.g. all students in the assessment unit with 75 hours or all seniors with a declared BS Engineering Technology major*

Assessment Method <sup>1</sup>	Years Used	Students Assessed	When Assessment Done	Who Administers the Assessment /How is the assessment administered

1 = Attach a copy of locally developed instruments in an appendix

*Sample table*

Assessment Method	Years Used	Students Assessed	When Assessment Done	Who Administers the Assessment/How is it administered
MFAT	5	All graduates	Senior Year	Testing Services
WP003	5	All graduates	After 75 hour	Writing Outcomes
Internship Evaluation	3	Students completing Internship	At completion of Internship	Internship Coordinator
Portfolio	new	All graduates	In capstone course	Evaluated by faculty Committee
Performance Skills Jury	5	All students completing sophomore year	In May of sophomore year	Evaluated by faculty Committee
RD Exam	4	Dietetics Students	May of Senior Year	National Standard examination administered by testing services

2. Complete the Following Table for Each Method of Assessment

*Add additional lines as needed to discuss all methods of assessment.*

*Each goal/objective must have one or more methods*

*Each method must assess one or more goals*

Assessment Method	Goal(s)/Objective(s) addressed	Rationale for Using this Method to Address the Goal(s)/Objective(s)

Sample table

*This table is not complete since there is not a method for goals/objectives 5 and 7.*

Assessment Method	Goal(s)/Objective(s) addressed	Rationale for Using this Method to Address the Goal(s)/Objective(s)
MFAT	1	Nationally Normed test of Discipline Knowledge
WP003	4	Provides a measure of the student's writing skills
Internship Evaluation	1, 2, 8	Provides data on the student's knowledge of the field and skills and an assessment of his/her ability to apply them in a work environment
Portfolio	1, 3, 4, 6	The artifacts collected are evaluated to provide data on a student's knowledge of the field, and critical thinking, writing and data acquisition skills.
Discipline related Skills Performance	2	Provides a measure of the student' skill level on specific skills chosen by the department

C. Changes in the Assessment Plan

*Describe any implemented changes in the departmental assessment plan (goals, objectives, and methods of assessment) since last year's report.*

## II. DATA and ANALYSIS

### DATA

***Data should be reported for each method listed in the plan. This may include a reason for the lack of data.***

***For each Method***

***Provide trends for up to five years where available.***

***Provide the number of individuals completing each method***

***Provide comparative data if available***

***Do not include student names except for Honors received.***

***Group data where appropriate. For example when reporting placement data do not list each position or school but group the data e.g. 9/10 accepted to a Master's program, 21 employed in field. A short list of the types of jobs may accompany the placement data.***

### ANALYSIS

***Analyze the data from each method with respect to your students' performance on applicable goals/objectives from your plan.***

***Analyze trends, if available, for each assessment method.***

***Analyze your student's performance compared with performance of other groups of students, e.g., national norms, institutional means/medians, and performance of students in other programs and or established standard of performance***

#### A. Assessment of Performance on University Studies Objectives

***Data from WP003 and the California Critical Thinking Skills Test must be included even if it is not a method listed in the department's plan***

##### 1. WP003

###### a. Data

***Insert the WP003 data table provided by Institutional Research  
If you want the data by specific Assessment Units other than a major, contact  
Institutional Research***

WP003 SCORE		Calendar Year				
		2002	2003	2004	2005	2006
>9	(SUPERIOR)					
8-9	(CORE PROFICIENCY)					
7-7.5	(MARGINAL PASS)					
<7	(FAIL)					
	<b>Department Mean</b>					
	<b>College Mean</b>					
	<b>University Mean</b>					
	<b>Department Fail rate</b>					
	<b>College Fail Rate</b>					
	<b>University Fail Rate</b>					

b. Analysis

2. CCTST

a. Data

*Insert the CCTST (California Critical Thinking Skills Test) data tables provided by Institutional Research. One provides detailed information on the results from tests taken in the current calendar year. The other provides trend data*

*ACT means are included since there is a strong correlation between CCTST and ACT scores. This should be considered in the analysis of the data.*

*The California Critical Thinking Skills Test (CCTST) has been administered to incoming students in GS 101 and orientation and to students in UI 400 courses. The 35-item 45-minute multiple choice normed test provides a Total Critical Thinking score and sub scores for Analysis, Evaluation, Inference, Deduction and Induction.*

*According to the experts who developed the test:*

- *analysis is the ability to “to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions.”*
- *inference means “to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to educe the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation.”*
- *evaluation is the ability “to assess the credibility of statements or other representations which are accounts or descriptions of a person’s perception, experience, situation, judgment, belief, or opinion; and to assess the logical*

*strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.”*

*As used in the CCTST*

- *inductive reasoning means “an argument’s conclusion is purportedly warranted, but not necessitated, by the assumed truth of its premises.”*
- *deductive reasoning means, “the assumed truth of the premises purportedly necessitates the truth of the conclusion.”*

	<i>Total CT</i>	<i>Analysis</i>	<i>Evaluation</i>	<i>Inference</i>	<i>Deduction</i>	<i>Induction</i>
<i>Number of Questions</i>	34	9	14	11	16	14

**CCTST 2006**

DEPARTMENT	MAJOR	NACT	AVACT	NCCTST	AV CT TOT	AV ANAL	AV EVAL	AV INF	AV DED	AV IND
	Major 1									
	Major 2									
DEPARTMENT										
COLLEGE										
UNIVERSITY										

**NACT** = Number of ACT Scores

**NCCTST** = Number Taking CCTST

**AV ANAL** = Average Analysis

**AV INF** = Average Inference

**AV IND** = Average Induction

**AVACT** = Average ACT

**AV CT TOT** = Average Total Critical Thinking

**AV EVAL** = Average Evaluation

**AV DED** = Average Deduction

CCTST SCORE	CALENDAR YEAR				
	2002	2003	2004	2005	2006
<b>Number of Students with ACTs</b>					
<b>Department Mean ACT</b>					
<b>Number of Students taking CCTST</b>					
<b>Department Mean CCTST</b>					
<b>College Mean CCTST</b>					
<b>University Mean CCTST</b>					
<b>Department Median CCTST</b>					
<b>National Norm Median CCTST</b>					

b. Analysis



3. Other data relevant to University Studies Objectives

a. **Data**

*Present data, including trends and comparative data if available; for each method followed immediately by the analysis of the data*

b. **Analysis**

B. Assessment of Performance on Discipline Specific Objectives

1. Aggregate Data for all Components of the Assessment Unit

*If the same method/instrument was used for more than one Assessment Unit and the number of students in two or more of the units precludes meaningful data analysis, data from all students in the two or more units may be combined.*

a. Data

b. Analysis

2. Data for individual Components of the Assessment Unit

a. Data

b. Analysis

III. CONCLUSIONS

*For each goal/objective listed in I. A.1 and 2*

*State your conclusions relevant to your students' performance on the goal/objective and the degree to which the goal/objective has been met based on the data presented and the analysis of the data..*

*Identify the strengths documented by the student learning outcomes data.*

*Identify the weaknesses or areas of desired improvement based on the student learning outcomes data.*

IV. RESPONSE

A. Current Responses

*List responses for each conclusion in III, above; if no response is necessary, indicate so here*

B. Progress on Previous Responses

*Indicate progress on each response from previous report, e.g., completed, in progress [explain], etc.*

C. Planned Changes to Assessment Process

*Describe any planned changes or developments in the department's assessment program resulting from its evaluation of the strengths and limitations of the current assessment program.*