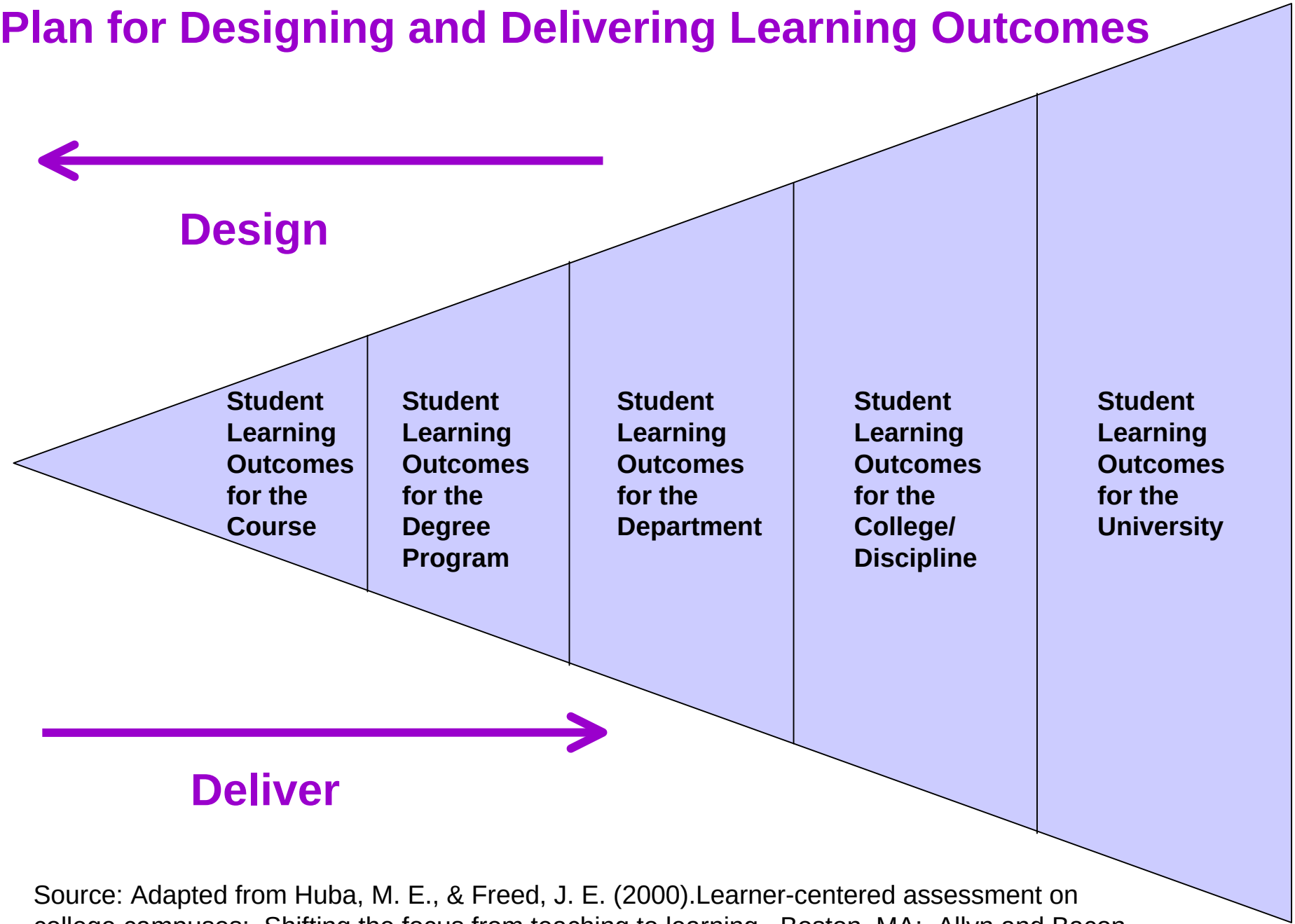
Basic Elements of an Assessment of Student Learning (ASL) Plan

Basic Elements (#1 – 10)

1. University-wide Student Learning Outcomes
2. College-level Student Learning Outcomes*
3. Degree Program Student Learning Outcomes*
4. Course-level Student Learning Outcomes*
5. Student Services Student Learning Outcomes*

*Click **here** for examples, descriptions, and instructions on how to write learning outcomes.

Plan for Designing and Delivering Learning Outcomes



Source: Adapted from Huba, M. E., & Freed, J. E. (2000).Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Boston, MA: Allyn and Bacon.

Basic Elements

6. Once the student learning outcomes have been developed for each of your degree programs, create a separate **Matrix** for each program – listing the degree program learning outcomes by the required major courses.

+Only a portion of the entire matrix is shown

Social Work, B.S.+

	Required Courses in the Major			
Learning Outcomes for the Program	Orientation	Intro	Social Welfare	HBSEI
1			X	
2	X	X		X
3	X	X		X
4			X	
5		X	X	X
6			X	
7		X	X	X
8		X		X
9				X
10		X	X	X
11		X	X	X
12				X
13				
14				
15				
16			X	

Basic Elements

Beginning the Assessment Process

7. Building an **Assessment Method Matrix** – in the cells of the first matrix (***shaded areas*** *in the next slide*):

   a) Mark where the learning outcome is covered for each required course in the major

   b) List the specific method(s) that will be used to assess the learning outcome

      - Establish specific assessment pieces for each student learning outcome taught in each course.

      - ***Suggestion*:** Develop rubrics or other assessment methods for scoring students' work and providing students with feedback.

See next slide for an illustration

*Click **here** for more information on Rubrics

Basic Elements

Illustration for step #7

Build an **Assessment Method Matrix** – in the cells of the first matrix (***shaded areas below***):

- Mark where the learning outcome is covered within the course(s) for the major.
- List the specific method(s) that will be used to assess each learning outcome, once they have been created and/or selected.

	Required Courses in the Major			
Learning Outcomes for the Program	**Orientation**	**Intro**	**Social Welfare**	**HBSEI**
1			X	
2	a,b,c	X		X
3	b,c,d	X		X
4			X	
5	a,b,c	X	X	X
6			X	
7	a	X	X	X
8	a,b,c,d	X		X
9				X
10		X	X	X
11	a,b	X	X	X
12				X
13				
14				
15				
16			X	

+Only a portion of the entire matrix is shown

a = written examinations

b = written assignments

c = in class activities (role play, class discussion, presentations)

d = out of class activities (volunteer work, projects)

Basic Elements

Advancing the Assessment Process

8. Expanding your **Assessment Method Matrix** – include required courses outside of the major (i.e., department) within your matrix.
   - Clarify which of the program learning outcomes is intended to be addressed by each required course outside the major.

	Required Major Courses				Additional Required Courses		
Learning Outcomes for the Program	**Orientation**	**Intro**	**Social Welfare**	**HBSE I**	**General Psych**	**Intro. Sociology**	**Principles of Biology**
1			X		X	X	X
2	X	X		X		X	
3	X	X		X	X	X	
4			X				
5		X	X	X	X	X	
6			X			X	
7		X	X	X		X	
8		X		X			
9				X	X	X	X
10		X	X	X	X	X	X
11		X	X	X		X	
12				X	X	X	X
13							
14							
15							
16			X			X	

+Only a portion of the entire matrix is shown

Basic Elements

Informing the Students

9. Syllabus
   a) List all (or partial list, if appropriate) learning outcomes for the degree program, and
   b) Indicating clearly which ones will be covered in the course

10. Specify in the syllabus the assessment methods for each learning outcome.

11. Solicit feedback from students about how well they perceive that the learning outcomes were addressed.
    - ***Suggestion*:** Place questions about the learning outcomes at the end of the TEVAL in the "Additional Questions" section.

Basic Elements

Cycle of Assessment

12. Compile **aggregate** assessment data on student achievement of the learning outcomes from those places were assessment measures were used:
    - *Examples*: courses with the embedded assessment measure(s); students in laboratory and/or research settings; points where services were used by students (e.g., library or CNS); workshops attended by students.

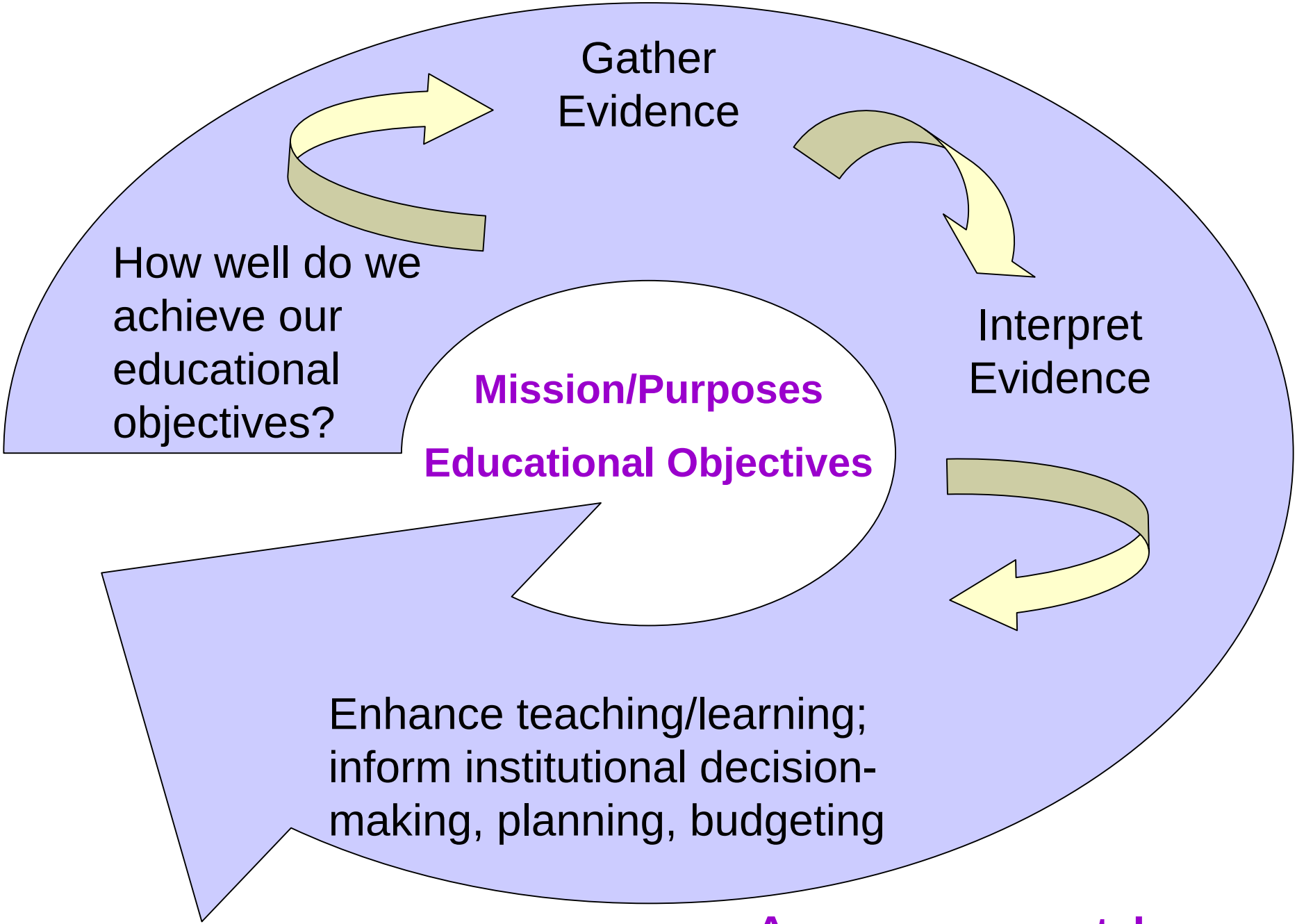
13. Reflect on the data as a department/unit and plan revisions.

14. As a faculty/unit, revise teaching, curriculum, services, programs, etc. as needed.

15. In light of the revisions, repeat #12 – 15.

CLOSE & MAINTAIN THE ASSESSMENT LOOP

(see next slide)



Assessment Loop

Source: AAHE/NCA Higher Education Learning Commission

Characteristics of a Good Departmental/Unit Assessment Plan

- The plan flows from the mission statement.
- The focus is on the major (i.e., degree program) as a whole rather than on individual courses.
- The number of critical learning objectives is small.
- The assessment plan is a product of input and discussion by the entire department/unit (faculty and students).
- The plan is integrated into the curriculum or services provided.
- The plan is ongoing rather than periodic.
- The plan is manageable.
- The plan uses multiple measures, both qualitative & quantitative and direct & indirect measures.
- Students understand their role in assessment (how it will be used and how it can help them).
- The results of assessment activities are used by faculty/units to improve; they are seen as a means rather than an end.

Source: Concordia College; Ball State University; Higher Learning Commission (NCA)

How an effective ASL program benefits the department

- Faculty/units become more clear about student learning objectives for their degree program/area. Thus, they can teach or provide services more effectively.

- The rationale for curriculum design/course sequencing is more clear so advising and teaching are improved.

- Faculty/units are able to show evidence to students, parents, colleagues, and other outside constituents about what students are actually learning.

How an effective ASL program improves student learning

- Students learn better when we and they are clear about what they are expected to learn (i.e., student learning outcomes for the degree program, each course, each service).

- Students learn better when they receive frequent, specific feedback about their work or skills acquired (e.g., rubrics, classroom assessment techniques, successfully finding educational resources).

- Faculty/units know more about student learning and can direct their teaching or service efforts accordingly.