

A rubric to assess the quality of learning outcomes assessment (Standard 14) on the program and institutional level.

<div> <div>↓</div> <div>Program</div> </div>	<div> <div>→</div> <div>Element</div> </div>	Assessment Plans	Policies and Guidelines	Recognition and Rewards	Learning Outcomes	Syllabi	Faculty Professional Development	Assessment Tools	Use of Assessment Results	Course and Teacher Surveys

RUBRIC

Rubric Legend

- 1 = Initial / Needs Work
- 2 = In Progress / Emerging
- 3 = Developed
- 4 = Highly Developed / Good Practice

A	Assessment Plans
Definition	<i>An assessment plan describes the process to be used to collect evidence on student learning and the use of this information to improve learning. At a minimum, the plan should include: (a) statements of intended student learning, (b) measures of assessment (e.g. tools, rubrics), (c) data collection and analysis processes, and (d) use of assessment results in curricular review and improvement, including occasional review of learning outcomes and the assessment process itself.</i>
1	No plan for assessment, or only ad hoc assessment activities
2	Planning on a short-term basis, and/or not faculty-driven or faculty-approved
3	Faculty-approved multi-year plans, cycling through all program outcomes on a 3 to 5 year schedule, including periodic review of the assessment process itself. Instead of program outcomes, the plans may also be organized around resolving problem areas (e.g., learning outcomes assessment to improve retention in early Math courses), content areas (e.g., specializations within a program), or other concept that makes sense for a particular unit / program.
4	Same as previous, plus integration with resource allocation / strategic planning / external reviews

B	Policies and Guidelines
Definition	<i>Policies and guidelines describe the terms and conditions for assessment, and responsibilities of units, programs, other academic entities and individuals in regard to learning outcomes assessment, e.g., "Student learning outcomes assessment information may not be used for personnel decisions (except for information voluntarily provided by the individual), nor shall it be the primary criterion for resource allocation decisions."</i>
1	No policies and guidelines for assessment
2	Ad hoc policies and guidelines in response to immediate needs and questions at any level of the organization
3	Broadly formulated policies and guidelines at the college level, e.g., formulated by Faculty Senate and/or Administration, that may need further elaboration
4	Clear, comprehensive & widely communicated policies and guidelines on the course, program and college levels for conducting and using assessment results, that may also be incorporated in overall policies and guidelines for a given level, such as in faculty and chairs handbooks, templates, etc.,

C	Recognition and Rewards
Definition	<i>Recognition acknowledges assessment as a valuable activity and is expressed formally through rewards that (a) credit individuals and groups visibly and appropriately with engaging in learning outcomes assessment, (b) provide incentives to engage in, continue and improve learning outcomes assessment, and (c) identify and set the norm for good practices in assessment. Informally, recognition is expressed through a collegial and cooperative engagement in learning outcomes assessment that does not place the burden on the shoulders of one or only a few individuals.</i>
1	Leadership and faculty on departmental, or divisional, or institutional level do not express appreciation of learning outcomes assessment and do not see its merits for improvement of teaching and learning
2	Leadership and/or faculty may not view assessment as very useful, but appreciate it if one or a few individuals take on what needs to be done to meet accountability requirements
3	Appreciation and encouragement are expressed in oral / written form, small stipends, etc., and/or a climate of collegial cooperation and help to conduct assessment that is generally considered useful for improvement of teaching and learning
4	Positive recognition is expressed in promotion and tenure decisions and / or a system in place with clear criteria for recognition and rewards, at the unit / college level

D	Learning Outcomes
Definition	<i>Program Learning Outcomes describe the essential knowledge, skills and dispositions required by graduates of a program; Course Learning Outcomes reflect what the faculty in an academic unit collectively identify as the essential knowledge, skills and dispositions to be acquired by students at the end of the course, in alignment with the relevant program learning outcomes. Learning outcomes are stated in terms of observable and measurable student behavior, e.g., “The student demonstrates effective communication skills.” (Program level); “Students will be able to explain orally and in writing what the output from standard analyses in SPSS shows.” (Course level).</i>
1	There may be broadly formulated program objectives and goals and/or a mission, but learning outcomes in terms of students’ knowledge, skills and dispositions are not (consistently) formulated and it is left to individual faculty to formulate learning outcomes for their courses, if any.
2	Learning outcomes on the departmental level are defined, but not (all) in measurable and observable terms, and they may be assigned to courses in a grid, but without considerations of consistency, balance, students’ developmental level, and/or alignment (streamlining & alignment)
3	(Most) learning outcomes are clearly formulated in measurable and observable terms, assigned to specific courses, and reviewed for internal consistency, balance, developmental level and vertical alignment
4	As 3, plus standards for knowledge, skills and dispositions at the Gen Ed, Bachelor’s, or Master’s level are defined, where applicable with disciplinary and/or professional standards in mind

E	Syllabi
Definition	<i>A syllabus is an outline of a course, minimally describing (a) the course goals in terms of learning outcomes, (b) assignments and instructional strategies to reflect and help achieve the course goals, and (c) the ways in which students are to demonstrate their learning during and after completion of the course. The syllabus also provides (d) practical information such as course description and prerequisites, schedule, instructor's contact information and office hours, location, relevant policies, etc.,</i>
1	The syllabus contains no, or very little, information about what students are expected to have learned as a result of the course (a), and also lacks clear information on many of the other elements (b) to (d). E.g., just a list of topics or a short course description.
2	There are course goals or objectives, but they are often not formulated in terms of learning outcomes, and elements (b) to (d) are addressed to some extent.
3	Course goals are formulated in terms of learning outcomes and elements (b) to (d) are addressed fairly completely.
4	Course goals are formulated correctly in terms of student-centered, observable and measurable learning outcomes, elements (b) to (d) are addressed fairly completely, and syllabi are easily accessible for students and other stakeholders.

F	Faculty Professional Development
Definition	<i>Faculty professional development consists of the planned learning experiences provided by the College for its faculty, to advance knowledge and skills in the three main faculty responsibilities of (a) teaching and learning, (b) research, scholarship and/or creative work, and (c) service. It may be thought of as individual professional growth that is consistent with personal goals, departmental goals, and the College's mission. Professional development on learning outcomes assessment is also provided in each of the three areas, depending on the nature of the activity (e.g., classroom assessment, performing assessment studies, coordinating a department's learning outcomes assessment). Aside from its intrinsic value, professional development in assessment may be rewarded by the organization as defined under (C-Recognition and Rewards)</i>
1	No / very little faculty professional development and resources for faculty development
2	No specific incentives or offerings, but faculty can participate in, and get relevant professional development activities reimbursed upon request
3	There are some specific incentives and offerings, e.g., in relation to curriculum changes, accreditation needs (learning outcomes assessment), educational technology, or aimed at specific groups (new faculty, adjuncts), etc., on an as-needed basis. Successful participation may be rewarded as defined in (C).
4	A well-organized, published and staffed faculty development program / e.g., Center for Teaching and Learning that is responsive to faculty and organizational needs, and provides funded opportunities for faculty to attend conferences and engage in other professional development. Professional development in learning outcomes assessment is part of the regular offerings of the program, and successful participation is rewarded as defined in (C).

G	Assessment Tools
	<i>An assessment tool is an instrument (survey, rubric, test, evaluation form, etc.) that has been designed to collect reasonably accurate and truthful data about the extent to which a course or program succeeds in achieving each specific learning outcome across students in the course or program. Direct assessment tools evaluate actual student work and behaviors related to specific learning outcomes, and indirect assessment tools evaluate students' and/or others' <u>perceptions</u> of the achievement of relevant learning outcomes, and / or satisfaction with instruction, advisement, support services, etc.,</i>
1	Only grades and grade distributions are used to assess student learning
2	In addition to grades, indirect measures (e.g., student satisfaction surveys) are used
3	Tools for direct assessment of most key learning outcomes are available, but they may have some shortcomings in terms of validity, reliability, fairness, and usefulness, and/or be overly labor-intensive or user-unfriendly
4	There are at least two tools (one direct, one indirect) for assessing each key learning outcome relevant to a course / program, and these tools evaluate student learning efficiently, in a valid, reliable and fair manner, providing useful information for decision-making and to determine if standards have been met and/or interventions worked as intended.

H	Use of Assessment Results (“Closing the Loop”)
Definition	<i>This step involves an instructor’s or unit’s interpretation (analysis) of the information from data summaries, and making recommendations, supported by the data, for course and program changes that will improve student learning. The use of assessment results also involves summarizing, reporting and publishing the findings and recommendations for internal and external purposes.</i>
1	Assessment results, if any, do not play a role in curricular decision-making, resource allocation and improvement efforts, or are used selectively, e.g., only when they confirm desired outcomes and/or help make a case for desired resources, and/or are used punitively to deny resources, promotion or tenure, or otherwise inappropriately
2	(Some) Individual faculty use assessment results to improve (student learning in) their own courses
3	Assessment results are used most of the time to guide course and curriculum changes and to measure if changes have the desired effect
4	As 3, and results are also used systematically in resource allocation and curricular planning, and relevant results are reported in an accessible manner for accountability purposes and shared with stakeholders

I	Course and Teaching Surveys
Definition	<p><i>Course and Teaching Surveys offer students a regular opportunity to comment on their courses and to provide their perceptions of the teaching involved. Comments and perceptions of teaching may be included in tenure and promotion review.</i></p> <p><i>Course and Teaching Surveys may also be intended to allow students to reflect on their learning and provide feedback to faculty and units about students' perceptions of their own learning. Student reflections and perceptions on their own learning are not used for personnel decisions, except on request by the instructor under review.</i></p>
1	There are no, or no meaningful, course and teaching surveys
2	Course and teaching surveys provide relevant, actionable information to faculty and departments about student satisfaction with instruction and if applicable, may be used in tenure and promotion decisions
3	In addition to 2, Course and teaching surveys also provide relevant information about students' perception of the progress they have made toward relevant learning outcomes, and the findings are used for informing improvement and rewarding instructors' efforts to improve student learning, but not punitively
4	In addition to 3, Applicable results from course and teaching surveys are made available to the college community, and/or the college community is informed how the findings are being used.

Guidelines for Learning Outcomes Assessment

1. **Assessment Plan.** Every academic unit and program of study will prepare an assessment plan, and after adoption by the faculty meeting, have it reviewed and approved at the college or school level, and ensure that the current plan is on file electronically with the Office of Assessment.
2. **Learning Outcomes.** Every academic unit and program of study will formulate and publish its intended student learning outcomes. Outcomes should be articulated for the unit as a whole and for each course and program of study within that unit.
3. **Syllabi and Teaching; Monitoring Course-level Learning Outcomes:** The administrator of each academic unit, such as Dean, Chairperson, Program Director, is responsible for ensuring that each course description and course syllabus include statements of intended student learning outcomes. Where multiple sections of the same course are offered, the faculty member in charge of the course and the instructor teaching the section are responsible for instruction in support of the course learning outcomes.
4. **Assessing Student Learning.** Each year academic units will conduct assessment of some component of their intended student learning outcomes. This should include both undergraduate and graduate assessment in units with such programs. It is not necessary or desirable to attempt to assess all outcomes of a course or program of study at the same time. The assessment report should be distributed to the relevant faculty and academic administrators for purposes of curricular review and improvement. An electronic copy of the assessment report should be filed with the Office of Assessment by October 1 of each year.
5. **General Education Learning Outcomes and Assessment.** Every course approved for the FIQWS component will address Writing and Information Literacy proficiencies, as specified in the General Education Learning Outcomes and accompanying assessment rubric. Every course approved for the FIQUAN component will address Quantitative and Information Literacy proficiencies, as specified in the General Education Learning Outcomes and accompanying assessment rubric. Every course approved for the "Perspectives" component will address & further develop Writing and/or Quantitative proficiencies, and Information Literacy proficiencies, as addressed in the afore mentioned rubric. In addition, every "perspectives" course will address and assess knowledge, skills and dispositions within one of the disciplinary perspectives: Art, Global History and Culture, Literature, Logic-Philosophy, Natural Science / Interactive, Social Science (Self and Society), and US Society.
6. **The General Education Committee** is responsible for overseeing implementation of the General Education learning outcomes within the approved First-year and Perspectives courses. The General Education Committee will also develop and implement an assessment plan for each component of the curriculum.
7. **Use of Assessment Reports.** In addition to using assessment results for continuous curricular improvements, assessment reports will also be used in: (a) Program Reviews, (b) reports by the Deans in the Review Committee in their Institutional Assessment reviews, and (c) reaccreditation processes.

Glossary

Validity =

Reliability =

Fairness =

Closing the Loop =

Direct Vs. Indirect Assessment

Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance; capstone course evaluation.

Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys. Other examples include interviews, graduation rates, job placement data, and feedback from advisory boards.

References

http://www.luc.edu/learningtech/Assessment_Protocol.shtml

An effective assessment tool models how things work in the real world. Rather than testing random facts, it evaluates how the learner applies information on the job. (From: <http://www.funderstanding.com/aboutus/assessment-tools>, 071509).