

Assessment Report for GSU Educational Programs 2015-2016 Assessment Cycle

Instructions

Please complete and submit the assessment report for your program by October 4, 2016, using the attached template. You may use as many pages as necessary. Reports should be uploaded as either Word or PDF documents in the GSU Student Learning Outcome Assessment Platform (SLOAP – see separate instructions).

Program Mission and Student Learning Goals

Briefly describe the purpose and goals of the educational program with regard to student learning.

Student Learning Outcomes/Objectives (SLOs)

List and number all of the program's SLOs. Place an asterisk next to those that were assessed in the current cycle (although you may list more than five SLOs, please provide findings for no more than five SLOs; each SLO need not be assessed every year). A proliferation of SLOs is discouraged, but include all that are deemed important to the program. SLOs typically concern (1) knowledge/understandings, (2) skills/competencies/abilities, or (3) attitudes/values/ dispositions that students are expected to acquire through the program, and they should align with the mission statement. They should be specific, measurable, and student-centered; stated with clarity, using precise verbs; and identify which students are to be assessed.

Program Learning Opportunities

Describe where in the educational program students are provided opportunities to learn, practice, and master each of the SLOs. All SLOs should have specific classes and/or educational activities linked to them. A curriculum map or matrix can provide an effective visual summary and may be attached to the report.

Assessment Methods and Targets

List all of the assessment methods or instruments used during the current cycle, assigning each a letter (e.g., A, B, C, etc.). For each method, indicate which SLO or SLOs the method was used to assess (e.g., 1,3,5) and provide the desired results (e.g., targets, standards, benchmarks, etc.) that were established for each SLO that was assessed by that method. A method may be used to assess more than one SLO, and each SLO may be assessed by more than one method, but at least one direct method (e.g., tests, essays, presentations) should be used for each SLO. Course grades may not be used.

For each method, describe (1) the assignment or activity that was assessed, (2) the students who were assessed, and, where it is not obvious, (3) the means of assessment, such as a rubric. In addition, the data collection process should be made clear. More detailed descriptions of each method, such as the instructions for

an assignment or the rubric used to assess the assignment, may be embedded in the report or uploaded as separate documents in SLOAP.

Targets should challenge students but also reflect varying levels of student ability. They should be consistent with the rubric or other measurement devices used to assess each SLO. An explanation or justification for the choice of targets should be provided whenever possible.

Assessment Findings

For each assessment method and SLO assessed, summarize the data collected and principal findings. Please use the following convention: finding A1 refers to Method A and SLO #1, finding B3 to Method B and SLO #3, etc. The findings should relate directly to the SLO and the desired results, and they should provide information that is potentially useful for informing program improvements. More detailed descriptions, such as charts and tables, may be embedded in the report or uploaded as separate documents in SLOAP.

Analysis of Assessment Findings

As appropriate, discuss the significance of the findings in light of the desired results, findings from previous years, recent changes in the educational program or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? (2) What impact have recent program changes had on student learning (indicate those program changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings?

Sharing and Discussion of Assessment Findings

Describe how assessment findings are shared and discussed among program faculty and other stakeholders. In particular, make clear the process that is followed to analyze assessment findings and to use them to make improvements in the educational program and/or the assessment process.

Use of Assessment Findings for Program Improvement (Action Plan)

Describe any changes in (1) the educational program and/or (2) the assessment process that are planned or being implemented in response to this year's assessment findings. Be as specific as possible with regard to the nature and timing of the changes to be made as well as their linkages to the assessment findings. Also, briefly summarize the status of previous years' action plans.

Supporting Documents

List any documents, such as curriculum maps, descriptions of assessment methods, rubrics, detailed assessment findings, etc., that are embedded in the report or uploaded separately in SLOAP.