Assessment - Fundamentals

8.2 *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results.*

Student Learning Outcomes: specify what students will know, be able to do, or be able to demonstrate when they have completed/participated in the program, course, project or activity.

Service Outcomes: specify what an organization intends to do, achieve, or accomplish through certain activities or experiences (what a program accomplishes for its students, faculty/staff or institution).

Specific – Measurable – Attainable - Results-Oriented - Time-Bound

Measure: Combines methodology and target. Designed to directly measure what a participant knows or can do. It requires demonstration of the skill or knowledge, such as write an essay, preform, etc.).

Finding: Binary – met or not met (we do not know this yet)

Analysis: Start with last years (2022-2023) findings and why. As a result of these findings what was done differently this year (2023-2024) to improve- *all of this should be in the decision paragraph from last year.* What are the findings for this year – this should be completed at the end of next semester.

Decision: Based on this year's results (2023-2024) what will be done differently in (2024-2025) to improve/plan.

Assessment – Fundamentals - Example

Finding: Target Met.

Analysis:
In 2022-2023, the target was met with 85% of candidates meeting the benchmark. Based on the analysis of these results, in 2023-2024 additional APA style, writing tips, and grammar support were provided to candidates. However, patterns of consistent errors in candidate work were identified, which revealed that candidates did not take advantage of the additional resources nor did they, overall, integrate corrections from draft assignments into their final assignments on which these data are based.

Action - Decision or Recommendation:
Decision. Based on the analysis of the results in 2023-2024, in 2024-2025 additional assignments will be added to EDUC 5850 that focus on APA style, writing, and grammar, which are the areas where candidates have for two years earned the lowest performance ratings. Since ratings on "content" items are consistently at benchmark, data do not indicate adjustments to those criteria are necessary. For 2024-2025, assignments based on the additional resources will be included into the course so that candidates are held accountable for reviewing those resources and so that performance on these assignments can be compared to final project rubric ratings to determine on which topics candidates struggle the most of APA style, writing, and grammar. Analyses of those data will determine next steps.