Assessment of Student Learning Outcomes

Handbook

December 2014

California University of Pennsylvania
A proud member of the Pennsylvania State System of Higher Education.

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WHAT IS ASSESSMENT OF STUDENT LEARNING OUTCOMES (ASLO)?

Throughout the year, California University of Pennsylvania faculty are engaged in a standardized assessment process to determine if students in their programs are actually learning what faculty say the students should be learning. This practice is called Assessment of Student Learning Outcomes (ASLO) and is part of the bigger process of assessment of institutional effectiveness and Middle States Commission on Higher Education accreditation. Additionally, ASLO is aligned with other academic reporting, such as the university strategic plan, department annual reports, program accreditation, and five-year program reviews.

“The most important purpose of assessment should be not improvement or accountability but their common aim: everyone wants students to get the best possible education. Everyone wants them to learn what’s most important. A college’s mission statement and goals are essentially promises that the college is making to its students, their families, employers, and society. Today’s world needs people with the attributes we promise. We need skilled writers, thinkers, problem-solvers and leaders. We need people who are prepared to act ethically, to help those in need, and to participate meaningfully in an increasingly diverse and global society. Imagine what the world would be like if every one of our graduates achieved the goals we promise them! We need people with those traits, and we need them now. Assessment is simply a vital tool to help us make sure we fulfill the crucial promises we make to our students and society.” –Linda Suskie

https://www.insidehighered.com/views/2010/10/26/suskie

Cal U has been conducting university-wide assessment of student learning outcomes since 1990. A university-wide ASLO committee, consisting of faculty from each college and an associate provost, coordinate the ASLO process. They develop timetables, forms, the report evaluation rubric, and other useful materials. The committee also provides individualized assistance for program facilitators and evaluates the year-end reports. See Appendix 1 for the list of committee members.
COMPLETING THE ASLO YEAR-END REPORT

This part of the handbook provides guidance for completing each section of the ASLO year-end report. It might be helpful to have a copy of the year-end report template as you read each section.

USE OF RESULTS FROM PREVIOUS YEAR

In this section of the year-end report, program faculty report how they used the results from the previous year’s assessment to make changes to the program. Use the expandable textbox provided to address concerns that emerged in the data from the previous year’s assessment of student learning and to note any adjustments that were made. For example, program adjustments might include a plan for curriculum revision, changing course objectives, or revising assessments.

“Colleges and universities increasingly are emphasizing the assessment of student learning for two primary reasons: Improvement. Assessment can help improve the quality of teaching, learning, programs and services, and planning and decision making. Accountability. Assessment can validate current programs, services, and teaching and learning efforts and thereby secure continued support for them by demonstrating their effectiveness to concerned audiences. In other words, assessment can demonstrate accountability to these audiences.”


If the program is new or if this is the first time that a year-end report is written, there would be nothing to report in this section. Use the expandable textbox to make a brief statement documenting the reason there was nothing to report.

Example of Use of Results from Previous Year

- Begin with the “use of results” from the previous year. Highlight the changes which were identified as needed.
Then, indicate if these changes have been made in the program and if they have been effective. State how the changes are designed to increase the meeting of criteria of success or to increase the overall success of the program.

**Use of Results from Previous Year**

As stated in the previous year’s outcomes report, additional opportunities to write behavioral objectives have been added to the program starting in lower level courses. Opportunities to write behavioral objectives for a variety of clinical populations are now offered in lower and upper level course to broaden the scope of expertise of the students graduating from the program. In addition, students in lower level courses are exposed to correctly written, effective behavioral objectives to increase their ability to identify changes that need to be made to correct them.

These changes are designed to offer more support to students in the task of writing behavioral objectives for treatment plans through offering them more opportunities to experience and create ones that are well written.

These changes appear to be increasing the students’ ability to write effective behavioral objectives as shown by the increase in scores students are receiving on assignments in CMD 450. In addition, a larger number of students are receiving higher grades in the class than prior to the change in curriculum.
I. DEPARTMENTAL PHILOSOPHY OR MISSION

Every department/program offered at California University of Pennsylvania should have a distinct and specific philosophy or mission statement that reflects the program’s purpose and aligns with the mission statement of the university. The program philosophy/mission statement should be a broad statement that is more theoretical than measurable. It should reflect the ultimate goals of the program or department.

Cal U mission statement:
“To advance its ultimate mission of building the character and careers of students, the University shall focus its efforts on three goals: student achievement and success, institutional excellence, and community service. These interrelated ends will be facilitated by the following means: high quality faculty, students, programs and facilities. These means, in turn, will be funded through an energetic program of resource acquisition and stewardship.”

The following steps may help program faculty develop a departmental philosophy or mission statement:

2. Describe how the program aligns with the university’s mission statement.
3. Describe distinct ways that the program will impact the character and careers of the graduates.

Example of Mission Statement

<table>
<thead>
<tr>
<th>I. Brief Statement of Departmental Philosophy or Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>The History and Political Science department promotes the university’s goal of increasing academic excellence through rigorous academic standards relative to course content and theoretical or methodological understanding. We believe that our graduates’ career prospects are enhanced through developing the intellectual and communicative skills to conduct research and write effectively. We embrace the university’s goal of fostering diversity, broadly defined, through our course content and research methods. We support the university's goal of civic engagement through service activities and intend to instill character in our graduates by adhering to standards of academic integrity.</td>
</tr>
</tbody>
</table>

Alignment with the University’s Mission | Distinct way program will impact careers | How program will impact character |
II. EDUCATIONAL GOALS

Educational Goals describe the knowledge, skills, and values expected of graduates from the program and answer the following questions:

- What does the student know (knowledge)?
- What can the student do (skills)?
- What does the student care about (values/dispositions)?

Educational Goals relate directly to the discipline and are consistent with external standards. Goals should be related directly to the underlying foundations and skills of the subject matter pertinent to the program and department. The educational goals should also be consistent with external accrediting bodies.

Educational goals should be comprehensive and realistic. Educational goals for a department or program should encompass the major expectations of graduates from the department and program, in broad terms. They are based on the honest expectations for the graduates of the program.

Between three and seven educational goals are acceptable. The number of goals should reflect the complexity (i.e., baccalaureate vs. master’s degree) of the program and the requirements of the accrediting bodies.
Example of Educational Goals

II. Educational Goals

The __English Department___ program aims to produce graduates who can:

G-1. Understand and articulate the connections between language and culture and the ways we and our worldviews are shaped by language.

G-2. Demonstrate effective ways to employ written and oral language as tools of self-discovery and communication.

G-3. Analyze, critique and evaluate texts, both literary and nonliterary.

G-4. Use methods for investigating, evaluating, synthesizing and documenting relevant information sources, both on paper and online.

G-5. Apply ways to fashion a career using the skills gained in the major.

G-6. Specialize in at least one area of English studies and demonstrate knowledge and skill in that area.

What students will know, be able to do, and be after graduation.

Tied to specific discipline or program

Highlights the discipline’s core concepts
III. LIST OF EDUCATIONAL OBJECTIVES

Educational objectives, or intended student learning outcomes, are specific, measureable statements describing what graduates of the program are expected to know and be able to do. In order to recognize if planned learning was accomplished, student learning outcomes identify the knowledge, values, and skills students must demonstrate upon finishing the program. Each educational objective should be directly linked to the program content. The objectives should guide the choosing of assessment tools or means.

Tips for writing educational objectives:

- Unlike Educational Goals above, educational objectives should be written in measureable terms. Bloom’s taxonomy can help define measurable terms that are appropriate for each objective. Educational objectives should only contain one measureable verb per objective. This allows for clear measurement of the objective.
- Educational objectives should be obviously linked to educational goals. If the goal states that a graduate should be able to effectively communicate, then the objective should give an example of how the graduate will effectively communicate, (for example, writing in APA format or presenting in front of a class.).
- Finally, educational objectives should be short, easy to read, clear and concise.

To complete this section, list the program’s educational objectives. Six to twelve objectives will suffice. Indicate to which goal each objective is linked. Because every objective is measured in a 5-year cycle, list the specific years in which each objective will be measured, rather than listing ‘every two years’, or ‘every year’.
### Example of Educational Objectives

<table>
<thead>
<tr>
<th>Objectives: Intended Student Learning Outcomes</th>
<th>Planned Academic Year (over 5 year period) For Measurement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ob. – 1. The student will be able to explain the foundational principles of legal theory and the nature of law. (linked to G – 6 from 2012-13 Year End Report)</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Ob. – 2. The student will be able to identify practices that generate conflicts of interest and/or are unethical. (linked to G – 7 from 2012-13 Year End Report)</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Ob. – 3. The student will be able to compare the differences in historical models of jurisprudence. (linked to G – 3)</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Ob. – 4. The student will be able to locate, through legal research, and correctly apply the law to a fact pattern in order to resolve the legal question. (linked to G-1, G-3).</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

- **Objectives are program specific**
- **Year objective is measured. All objectives measured once in five year cycle. Current objective highlighted**
- **Only one measureable verb per objective**
- **Use of Bloom’s Taxonomy for measureable verbs**

Linked to goals
IV. ASSESSMENT RECORD

The assessment record is a detailed account of the two objectives (A and B) that are measured for the year. Each objective is assessed by 2 different measures (A-1 and A-2; B-1 and B-2).

Means of Assessment (A-1-a, A-2-a; B-1-a, B-2-a)

Each objective is measured in two different ways or, stated differently, by two different means of assessment. The means of assessment must clearly measure the indicated learning objective. Assessments can be interviews, oral presentation (rated by a rubric) -the possibilities are endless (see p.11 for more examples).

Assessments can be embedded in courses as assignments or tests, which is convenient for gathering and analyzing data. Assessments can also be standardized tests, comprehensive exams or licensure exams.

Assessments should provide quantitative data. This means that the assessments, when completed, should provide faculty with a number value. This can include a percentage, number correct, total points or number of students that chose a specific item. If a rubric is used, it will need to have a number value associated with the scoring categories. Course grade point averages (GPAs), letter grades and overall GPA should not be used as they are not an acceptable means of assessing a program’s effectiveness.

While 2 means of assessment are required, one of them MUST be an objective assessment. The second method of measuring the learning objective may either be objective or subjective. An objective measure is one that is free from opinion. Examples of objective measurements are standardized tests, portfolios, and course assignments. Subjective measures are based on the opinions of others such as graduate surveys and employer surveys. If rubrics
are used to assess papers, portfolios, presentations or other assignments, there must be at least two raters. The raters must be identified by at least their position within the university or department. Inter-rater reliability (the correlation between the raters’ scoring) must be reported in the means of assessment.

Include all assessment measures, i.e., copies of surveys, rubrics, assignment instructions and/or information about standardized tests. Including the assessments allows for the ASLO committee to fully understand assessments that are outside of their field of expertise.

**Possible Means of Assessment:**

**Objective Means of Assessment**
- Comprehensive examinations
- Performance demonstration for graduating seniors
- Written proficiency exams
- National Major Field Achievement Tests
- Graduate Record Exams
- Certification examination, licensure examinations
- Locally developed pre- and post-tests
- Senior thesis / major project
- Portfolio evaluation
- Reflective journals
- Capstone courses assessments
- Internship evaluations
- Grading with scoring rubrics
- Graduate school acceptance rates

**Subjective Means of Assessment**
- Surveys of graduating seniors
- Exit interviews of graduating students
- Alumni Surveys
- Focus Group Discussions
- Employer Surveys
- Internship Supervisor Surveys
Criteria for Success (A-1-b, A-2-b; B-1-b, B-2-b)

Declare a criterion for success for each means of assessment. The criteria should state how many of the students assessed will achieve a specific level on the assessment. Criteria should be stated in concrete, quantitative terms that correspond to the means of measurement.

The level of achievement on the assessment as established by the criterion for success should reflect the requirements of any accrediting bodies, the high standard of education that is required by the university’s mission statement, and the competitive nature of the occupational fields that graduates will be entering when they leave the university. The criterion for success or level of achievement must be stated in numeric terms such as percentage correct, average, etc.

The number of students that need to attain the criterion of success or level of achievement should reflect the university’s dedication to both excellence in education and to the students. It is important for criteria for success to reflect expectations. A criterion should be an honest measure of students successfully demonstrating that they have mastered the skills, knowledge, and dispositions required from the program. Setting a criterion at a high level challenges a department to ensure that the students are given every opportunity possible to gain the knowledge, skills and dispositions needed to be successful.

The number of students who are to attain the level of achievement may be stated in a percentage of all students taking the assessment, percentage of respondents, or a specific number of students in programs that limit their enrollment. The number of students may also be stated in a whole group average, stating that the scores of all students taking the assessment must average a certain percentage/score or higher.
### Examples of Means of Assessment and Criteria for Success

**IV. ASSESSMENT RECORD (2012-2013)**

#### A. Intended Student Learning Objective (Outcome)

Ob - 1. Program graduates will demonstrate satisfactory knowledge of counselor professional identity.

#### A-1. First measurement

<table>
<thead>
<tr>
<th>A-1-a</th>
<th>Means of Assessment</th>
<th>A-1-b Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Preparation Comprehensive Examination (CPCE)</td>
<td>80% of students will score within one standard deviation of the national mean on the Professional Identity subtest of the CPCE examination.</td>
<td></td>
</tr>
</tbody>
</table>

- Means of assessment is clearly tied to objective
- Exam is an objective measure, second measure can be subjective
- Exam is a requirement for graduation, increases number of students who take exam
- Exam gives quantitative data; number of answers correct.
- Information about the CPCE (Validity, Reliability and example questions) will be listed in the appendix

#### A-1. First measurement

<table>
<thead>
<tr>
<th>A-1-a</th>
<th>Means of Assessment</th>
<th>A-1-b Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will submit a map portfolio. The Departmental Outcomes Assessment Committee will evaluate the portfolios comprised of map projects and assignments based on the rubric provided. (Please see Appendix A). The inter-rater reliability is 0.76.</td>
<td>85% of all senior level students in the program will score an 80% or better on the portfolio when graded using the rubric included in Appendix A.</td>
<td></td>
</tr>
</tbody>
</table>

- Inter-rater reliability and the raters are identified
- Reports a percentage of students that need to achieve the criteria for success
- Score is above the level of excellence set by the university
Assessment Results (A-1-c, A-2-c; B-1-c, B-2-c)

The discussion of assessment results should describe data collection and analysis.

Data Collection

Collecting data can be done in several ways. Using the Desire2Learn system, instructors are able to collect data for assessments that are completed using the system. Instructors may also input scores into the system for assessments that are completed in class, or as assignments. For instructors or programs that use standardized testing such as the Master’s Comprehensive Exams, Desire2Learn is still an option as again, scores can be entered into the system. Alternatively, data can be collected in an excel spreadsheet format. Some departments have specific tools that are designed to collect and store the data from assessments and assignments completed by the students, such as LiveText.

Data should be collected from all students completing the assessment, and specified by the criterion for success. This may mean sorting some students out who are not in the program, or integrating the data from several classes in the program. For instance, if the assessment is being given in a course where there may be students from other majors or programs, or students of different ranks, it may be necessary to remove their data from summative analysis.

Data Analysis

In order to analyze the data, it is important to fully understand what the criterion for success is looking for. If the criterion for success is “80% of the students will achieve a specific score”, it is necessary to know the number of students that are taking the assessment (what 80% of that number is), and if that specific number of students achieved that level. In order to accurately analyze the data certain information needs to be known:

- The number of students taking the assessment
• The score, in numeric form, that each student received on the assessment
• The level of achievement that is required for meeting the criterion of success
• The number or percentage of students required to meet that level of achievement
• The mean or average of all of the grades
• The standard deviation for the grades

Using this data, the facilitator can report if the students that took the assessment have or have not met the criterion for success. Help with the formulas and calculations to find this information is available through the ASLO committee.

**Results**

When reporting the results, it is important to use as much data as possible rather than just subsets of the data. This will increase the validity of the results being used in the report. To describe the sample, it is important to report the sample size, the mean, and the standard deviation. Raw data should not be included in the report.

The results should be reported in the same terms as the criterion for success. To do this, the criterion for success should be repeated with either the number of students or the level of achievement changed, to reflect the results. The results section must include a statement regarding the achievement of the criterion for success. This is a simple sentence that states either the criterion for success was not met or the criterion for success was met.
**Example of Assessment Results**

<table>
<thead>
<tr>
<th>A-2-c. Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the overall assessment of this competency in Advanced Field Education, 94.7% (18 out of 19 students) achieved a rating of 4 or higher. The mean score for this assessment was 4.21667 with a standard deviation of .3329. The criterion for success was met.</td>
</tr>
<tr>
<td>Percentage of students that achieved level of success is stated. Included is the number of total students taking the assessment (n value)</td>
</tr>
<tr>
<td>Mean score is reported</td>
</tr>
<tr>
<td>Simple statement of whether the criterion for success was met</td>
</tr>
</tbody>
</table>

**Use of Results (A-1-d, A-2d; B-1-d, B-2-d)**

“Does assessment really improve student learning?... It is not the assessment itself, but how the faculty, staff, and institutional leaders use it that leads to improvements in student learning.”


Using assessment results to make program modifications and adjustments is what the Middle States Commission on Higher Education refers to as “closing the loop.” This critical step in the ASLO process helps program faculty make the necessary changes to improve student learning outcomes.
In order to complete this section, all program faculty should be involved in a discussion of the assessment results. It would be beneficial to state when and how the faculty discussed the results, such as “at the spring department meeting.” Discussing the results as a department reinforces the idea that outcomes assessment is a departmental responsibility. It will also allow for the generation of ideas to improve or maintain the results.

If results meet the criterion of success, faculty might consider a plan to maintain the success and create a plan to address those students who did not meet the criterion. This plan can also include ways in which the department will attempt to raise the criterion of success by either increasing the number of students required to attain the achievement level or by raising the achievement level itself, especially if a majority of the students are achieving it.

If results do not meet the criterion of success, a statement of how the department will respond must be reported. This can include an outlined plan of curriculum changes, increased emphasis on the learning objective, or more time given to practice the objective prior to the assessment as examples. This plan will be reported on in the following year’s assessment of student learning report.
Example of Use of Results

A-2-d. Use of Results:
The faculty and staff reviewed the data and results as part of the departmental meeting where strengths, weaknesses and the need for changes were identified. The data will also be reviewed at TEAM day.

The department is not surprised to see the students rating themselves slightly higher than the faculty did. The data showed a discrepancy in how the students rated themselves in the area of classroom management and partnerships, when compared to the faculty members. Students identified assessment as the strongest area for the group which did not match the faculty’s viewpoint. The department feels that the faculty needs to make students more aware of the strengths that are seen in certain area and make expectations more clear. This will be accomplished through increased written positive feedback for students in the program and clarification in areas such as rubrics and classroom objectives.

Includes discussion of department
Briefly discusses the meaning of the results and how they are interpreted by the department
Discusses changes to be made in the future to improve or increase the success rate.
APPENDICES

Appendix A

Include in Appendix A a copy of all the assessments used in the current year’s report. This can include copies of surveys, rubrics, assessment tools, and information given on standardized tests that cannot be included in the report due to copyright issues. Include labels that allow readers to know which assessment goes with which objective being measured.

Appendix B

Appendix B is set up exactly like the actual report, but without the results and use of results sections. Include the objective to be measured, the means of assessment that will be used, and the criteria for success. Also, include the copies of the assessments your program will use in the next academic year at the end of Appendix B.

Example of Appendix B

| Ob. – 1. Students will be able to demonstrate good writing and speaking skills |
|----------------------------------|----------------------------------|
| **A-1-a Means of Assessment**   | **A-1-b Criteria for Success**   |
| All graduating seniors during either their junior or senior year, will produce either a research poster or research paper on a topic of their choice within their program tract and in consultation with their advisor that demonstrates good organizational skills, logical thinking, and grammatically sound. | All graduating seniors who produced a research poster will receive a mean score of not less than 30/40 points (or 75%) (based on the scores from three faculty judges from other departments) using the presentation evaluation poster form created by the FPDC; all graduating seniors who produced a research paper will receive a mean score not less than 3/5 for each item on the oral presentation evaluation form. |

**A-1-c. Assessment Results:**

**A-1-d. Use of Results:**

State the objective that will be measured in the following year

Leave Assessment Results and Use of Results blank

Describe the means of assessment that will be used- Include validity and inter-rater reliability information, identify how the assessment will be scored and by who

Clearly state the criteria for success including who will be assessed, the number of students that need to meet criteria and the score required for the criteria to be met.
FORMATTING REPORT

The report should be a paginated PDF document that includes the actual report and both appendices. Reports should only include the information for one program. If a department has several programs, submit a report for each program. While many of the missions, goals, objectives and assessments for the individual programs may be the same or similar, each program probably has a unique set of objectives and results from the assessment that make it different from others in the department.

Document naming convention: name the PDF file as

CatalogueNameofProgram_year_DeparmentName_LastNameofFacilitator

Example for Formatting the Report

<table>
<thead>
<tr>
<th>Catalogue Name of Program- Three letter initial</th>
<th>Reporting Year</th>
<th>Department Name</th>
<th>Last name of report writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED_2013_CounselorEducation_Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix

I. Committee Members
II. Guidelines
III. Template
IV. Checklist
# APPENDIX I

## 2014-2015 ASLO Committee

| College of Education and Human Services | Chris Harman  
Health Sciences Department  
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Social Work Department  
laing@calu.edu |
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hackett@calu.edu | Christina Fisanick  
English Department  
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Math, Computer Science, and Computer Information Systems Department  
delorenzo@calu.edu |
| **School of Graduate Studies and Research** | Grafton Eliason  
Counselor Education Department  
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Special Education Department  
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| **Academic Affairs** | Caryl Sheffield  
Associate Provost  
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APPENDIX II

Guidelines
Program-level Assessment of Student Learning and Outcomes (ASLO) Year-End Reports

(Last Updated: May, 2014)

Year-End Report Content – All Year-End Reports will be submitted on the “Year-end Report Form: Undergraduate/Graduate Assessment of Student Learning Outcomes.” This report should clearly identify the program’s mission statement, all program goals and objectives, and when the objectives will be assessed within a five-year timeframe. The Five-year Plan includes:

Heading Information – Identify the academic year when data was collected, program facilitator (the people/person who managed the assessment and outcomes process), department, and degree program assessed.

Use of Results from Previous Year – List and describe programmatic adjustments made related to the ASLO Committee’s comments (See previous year’s ASLO rating letter).

Mission Statement – Include a departmental statement of educational philosophy/Mission Statement which is integrated with university’s mission of character and careers.

Goals (3 – 6) – Learning goals are broad statements derived from the educational philosophy which are not necessarily measurable.

Measureable Learning Objectives (5 – 10) – List measurable learning objectives developed from and directly aligned with the goals (e.g., Obj.1 – Goal I, etc.).

Objectives Measured – Identify two learning objectives that will be assessed each academic year within the five-year time frame. All objectives must be measured at least once in the five-year period. To satisfy other requirements, some programs may choose to measure several learning objectives every year (e.g., accrediting associations, etc.). The Assessment Committee, however, will only review and evaluate the two learning objectives identified for the given Year-End Report (e.g., 2012-2013).

Means of Assessment – Two means of measuring each learning objective are required annually.

- **Objective** - One method needs to be a direct and objective measurement (e.g., competency-based data demonstrating what students have learned).
- **Subjective** - The other method is an indirect method of measurement. This method provides data from the subject’s perspective (e.g., student satisfaction or post-graduate surveys).

Data for each Year-End Report must be collected and analyzed prior to September 30th. Include in Appendix A copies of all instruments (survey forms, rubrics, etc.) used to collect data.

Criteria for Success – Clearly state the criterion for determining success for each Means of Assessment measuring two student learning objective. This criterion must be in quantified terms.
(e.g., “75% of students measured will achieve an 80% or better”). Criterion for success stated in qualitative terms is not permitted for this report (e.g., “Most students earn a letter grade of “B” on the project”).

**Assessment Results** - For the year of the report, include the assessment data collected for each learning objective. Assessment results using percentages or averages must also indicate the number (N) of students on which the results were based.

**Use of Results** - It must be evident from the Year-End Report that assessment results were analyzed and a departmental and/or program-level “use of results” plan was created. Based on the assessment results, identify planned program-level strategies to either improve or maintain student learning outcomes.

**Plans for Next Year** - Two objectives for the forthcoming academic year are to be submitted with the Year-End Report. The objectives are taken from your five-year plan. Also, Means of Assessment and Criteria for Success must be included with these objectives.

**Appendices** – Include one copy of each instrument used to assess each student learning objective.

- Appendix A – Instruments used for the current report.
- Appendix B – Instruments your program will use in the next academic year.

If a standardized instrument is used annually, please include it once and make a notation in the subsequent appendix.

**Submission of Report** – Year-end Reports are to be submitted electronically to D2L >Program-Level Assessment of Student Learning by September 30 of each year (e.g., Year-End reports for academic year 2013-2014 are due September 30, 2014).

**All information (Year-end Report and Appendices) must be merged into one document in the accepted file formats (.doc, .docx, or .pdf) and attached in the D2L Drop Box.

**The document must be labelled “Department call letters-program name-(full name)-last name of report author-year” If the program is GO, please add these letters after the last name.**

**Example:** CED-Adult Clinical Mental Health-Patrick-2014.docx

**Assessment of Year-End Reports** – All Year-End Reports are evaluated by members of the University-Wide Committee for the Assessment of Student Learning and Outcomes (UW – ASLO). Results include ratings for the Year-End Report and approval of the Plan for Next Year (means of measurement and criteria for success for the identified objectives). Future modifications of the Plan will be expected as deemed necessary.

**Notification of Results** – Results will be made available to the program facilitators, department chairs and deans during the Fall semester.

**Ratings Categories** – Approved; Approved with Reservations; Needs Improvement; Not Submitted.
**Resources** – Additional materials and forms are available on D2L > Program-Level Assessment of Student Learning> Content. If you need assistance or have questions, please contact your College Coordinator for Assessment:

Education and Human Services (GRAD and UG):
- Chris Harman Harman@calu.edu or Bonnie Laing laing@calu.edu

Liberal Arts (UG):
- Christina Fisanick fisandick@calu.edu or Justin Hackett hackett@calu.edu

Science & Technology (UG):
- Joan Clites Clites@calu.edu

Graduate School (GRAD and Global Online):
- Grafton Eliason Eliason@cal.edu or Peter Heh heh@calu.edu
**APPENDIX III**

YEAR END REPORT FORM
UNDERGRADUATE/GRADUATE ASSESSMENT OF STUDENT LEARNING OUTCOMES
Form Last Updated: January 2, 2014

<table>
<thead>
<tr>
<th>Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td></td>
</tr>
<tr>
<td>Program Facilitator</td>
<td></td>
</tr>
<tr>
<td>Academic Year</td>
<td>2013 - 2014</td>
</tr>
<tr>
<td>Report Submitted by</td>
<td></td>
</tr>
<tr>
<td>Phone/email</td>
<td></td>
</tr>
<tr>
<td>DateSubmitted</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Please complete one form for each of the degree programs within your department; boxes will expand to accommodate unlimited data.

Follow the Year-End Report Instructions and Checklist to complete this form. If you have any questions, please contact your College Coordinator:

- Education and Human Services (GRAD and UG): Chris Harman Harman@calu.edu or Bonnie Laing laing@calu.edu
- Liberal Arts (UG): Christina Fisanick fisanick@calu.edu or Justin Hackett hackett@calu.edu
- Science & Technology (UG): Joan Clites Clites@calu.edu
- Graduate School (GRAD and Global Online): Grafton Eliason Eliason@calu.edu or Peter Heh heh@calu.edu

Please submit this report with merged appendices as ONE document to D2L > Program-Level Assessment of Student Learning by the announced due date.

**Use of Results from Previous Year**
Please describe how your program made adjustments and addressed the concerns that emerged in the data from the previous year’s assessment of student learning. This might include a plan for curriculum revision to enhance student performance to meet criteria, enhancing criteria to improve success of the program, etc.

<table>
<thead>
<tr>
<th>I. Brief Statement of Departmental Philosophy or Mission</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>II. Educational Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The <em>(Name of program)</em> program aims to produce graduates who can:</td>
<td></td>
</tr>
<tr>
<td>G – 1.</td>
<td></td>
</tr>
</tbody>
</table>
III. List of Educational Objectives: Intended Student Learning Outcomes

The list of measurable learning objectives (6-12 should suffice) is developed from the goals; and should be clearly linked to goals, e.g. Obj.1 – Goal I, etc. Use measurable verbs to describe the outcomes (see Bloom's Taxonomy). Accomplishment of intended student learning objectives should be observable and measurable.

By the time of graduation (Name of program) students will demonstrate the following:

<table>
<thead>
<tr>
<th>Objectives: Intended Student Learning Outcomes</th>
<th>Planned Academic Year (over 5 year period) For Measurement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ob. – 1.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 2.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 3.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 4.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 5.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 6.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 7.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 8.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 9.</td>
<td>(linked to G – )</td>
</tr>
<tr>
<td>Ob. – 10.</td>
<td>(linked to G – )</td>
</tr>
</tbody>
</table>

(Insert/delete rows as needed for program's objectives.) * NOTE: Each of the Intended Student Learning Objectives (Outcomes) should be measured at least once within the 5-year program review cycle.

IV. ASSESSMENT RECORD
2013 - 2014
### A. Intended Student Learning Objective (Outcome)

<table>
<thead>
<tr>
<th>A-1-a</th>
<th>Means of Assessment</th>
<th>A-1-b Criteria for Success</th>
</tr>
</thead>
</table>

**A-1-c. Assessment Results:**

**A-1-d. Use of Results:**

### A-2. Second measurement

<table>
<thead>
<tr>
<th>A-2-a</th>
<th>Means of Assessment</th>
<th>A-2-b Criteria for Success</th>
</tr>
</thead>
</table>

**A-2-c. Assessment Results**

**A-2-d. Use of Results:**

### B. Intended Student Learning Objective (Outcome)

<table>
<thead>
<tr>
<th>B-1-a</th>
<th>Means of Assessment</th>
<th>B-1-b Criteria for Success</th>
</tr>
</thead>
</table>

**B-1-c. Assessment Results:**
B-1-d. Use of Results:

B-2. Second measurement

<table>
<thead>
<tr>
<th>Means of Assessment</th>
<th>B-2-b Criteria for Success</th>
</tr>
</thead>
</table>

B-2-c. Assessment Results:

B-2-d. Use of Results:

APPENDIX A: Measures Used for THIS report

APPENDIX B: OUTCOMES ASSESSMENT PLAN FOR NEXT ACADEMIC YEAR

A. Intended Student Learning Objective (Outcome)

<table>
<thead>
<tr>
<th>Means of Assessment</th>
<th>A-1-b Criteria for Success</th>
</tr>
</thead>
</table>

A-1. First measurement

A-2. Second measurement

<table>
<thead>
<tr>
<th>Means of Assessment</th>
<th>A-2-b Criteria for Success</th>
</tr>
</thead>
</table>

B. Intended Student Learning Objective (Outcome)
B-1. First measurement

<table>
<thead>
<tr>
<th>B-1-a</th>
<th>Means of Assessment</th>
<th>B-1-b Criteria for Success</th>
</tr>
</thead>
</table>

B-2. Second measurement

<table>
<thead>
<tr>
<th>B-2-a</th>
<th>Means of Assessment</th>
<th>B-2-b Criteria for Success</th>
</tr>
</thead>
</table>

A copy of the assessment instruments to be used for next academic year is appended here:
APPENDIX IV

ASSESSMENT OF STUDENT LEARNING OUTCOMES CHECKLIST - YEAR END REPORT Last Revised: January 2, 2014

Program: __________ Program Facilitator __________ Academic Year: __________

I. USE OF RESULTS FROM PREVIOUS YEAR:
   ___ Are the issues/concerns that were raised by the previous year’s data addressed (e.g., a plan for
   ___ improvement, revision to the program, etc.)?
   ___ Has a plan been described that addresses the student performance that did not meet the criterion?
   ___ Has a plan been described that advances/maintains successes in the program?

II. MISSION STATEMENT: A departmental statement of educational philosophy
   ___ Is the Mission Statement included?
   ___ Is the Mission Statement obviously and appropriately linked with the University’s Mission
   Statement of “Careers and Character”?
   ___ Does the Mission Statement address BOTH aspects of the University Mission: Careers and
   Character?

III. GOALS:
   ___ Are the goals appropriate for the program content?
   ___ Are the goals appropriate for the program level (undergraduate, graduate)?
   ___ Is the content of the Mission Statement reflected in the goals?
   ___ Are at least three (3) goals listed?
   ___ Do the goals report what students who graduate from this program should know (knowledge), be
   able to do (skills), and think (dispositions)?

IV. OBJECTIVES:
   ___ Are objectives written in measurable terms? DO NOT use words like “understand,” “know.” Use
   words like: “demonstrate knowledge of,” “apply,” “evaluate,” “critique,” words that are behaviors a
   student can do that can be measured.
   ___ Is each objective clearly linked to at least one learning goal (and goal number is next to the
   objective)?
   ___ Are ALL the goals linked to at least one objective?
   ___ Are at least six (6) and no more than ten (10) objectives listed?
   ___ Are two (2) objectives assessed each year?
   ___ Are all objectives assessed at least once within a 5 year period?

V. ASSESSMENT RECORD

Means of Assessment:
   ___ Are at least but no more than two (2) objectives measured?

FOR EACH OBJECTIVE ASSESSED IN THE REPORT:
   ___ Are two types of measurement (Means of Assessment) for each objective measured? You may
   use subjective or indirect measures (e.g., Asking students how well they think they have
   learned some knowledge base, a skill or acquired a disposition) as ONE (1) of the measures,
   BUT the other measure MUST be objective or direct (an exam, a presentation, a portfolio
   item, etc.)
   ___ Are the Means of Assessment described to clearly indicate what is used to measure the objective?
   ___ Is the plan of assessment clearly explained?
Are the means of the assessment a valid measure of that objective and is this indicated in the description (e.g., if a standardized test is used, like the ETS Major Field Tests, does the content of that test reflect the content of the objective. If a rubric is used, do the items that get ratings reflect the objective content)?

Is evidence provided that the means of measure is a valid measure of the objective?

Are ALL measures numerical?

Are copies of ALL measures used included in Appendix A?

If raters are used (for rubrics, for example), are there at least two?

If raters are used, is inter-rater reliability measured (compute a correlation between the two sets of ratings, then report the inter rater correlation; should be .80 or higher)

Are the raters identified (e.g., “Departmental ASLO committee” or “two outside observers”)?

If rubrics are used, are all of the numerical levels behaviorally anchored

Example: Employer survey asks if the graduate can make ethical decisions

1= is not aware of the profession’s ethics
2= is aware of the ethics but does not connect that to decision-making
3= makes connections between profession’s ethics and decision-making

Example: Rubric for a paper that expects the student to evaluate information/critique/ and form an Opinion or conclusion

1 = others’ ideas presented with no evidence of evaluation of those ideas, conclusion missing
2 = others’ ideas presented and critiqued in obvious ways (authors of those ideas themselves point out the flaws);
    conclusion is a reiteration of others’ ideas
3 = others’ ideas critiqued in student’s words, conclusion is student’s but does not seem connected to the critique
4 = ideas critiqued by student, conclusion is original (in student’s words) and linked to critique

AVOID single word anchors that can be idiosyncratically interpreted by the raters (like “exemplary”, “adequate”, “below average”, or “needs remediation”)

**Criterion for Success: FOR EACH OBJECTIVE**

Is each criterion defined in a numerical manner?

Is it clear exactly what is meant by each criterion?

Are use of grades avoided as a criterion? (Use percentage correct, average, etc. DO NOT USE GRADES OR GPA)

Is it indicated the number of students that need to achieve success for each criterion? (Do a certain percentage of students have to accomplish the criterion; is it a group average, will it be within a range)?

Is the criterion a reflection of Cal U’s level of excellence (that is, is the criterion set high enough)?

**Results: FOR EACH OBJECTIVE**

Are sample sizes reported?

Is all available appropriate data used (not just a sampling of senior, but all available seniors)?

Are the reported measure of success in the terms of the criterion for success? (e.g., If 80% of the sample needed to achieve a 75% on an examination, then report the percentage who achieved a 75% on the exam)

If means (averages) are reported, are standard deviations also included?

Was a statement included regarding the achievement of each criterion for success?

**Use of Results: FOR EACH OBJECTIVE**

Were the results discussed as a department?
Were the results connected to future program objectives and goals? Were potential changes discussed in response to the results?

Was a plan outlined to maintain the achieved results (if they met or exceeded the criterion for success)?

If each criterion was not met, is a plan for program changes included?

Was a plan described that addressed student performance for those who did not meet the criterion?

ENTIRE REPORT:

Are all of the above reported in clear and understandable ways?

Are all of the above completed for EACH objective measured this year?

Are copies of ALL assessment instruments included in Appendix A?

Are the following included in Appendix B:

- The objectives plan to measure for the next academic year
- The means of assessment and criterion for success according to the check lists above?
- Are copies included of all assessment instruments that are the means of assessment?

Is the report ONE document – including the appendices? (use Adobe and save as .pdf)

Have raw data (and any student names) been eliminated from the report?

Is the report paginated?

Has the document been labeled and submitted as:

CatalogNameOfProgram_year_DepartmentName_LastNameOfFacilitator

Does the report ONLY pertain to ONE program (do not report findings from all programs in the department in one document – each program is to have its own report)

Program Facilitator: ________________________________ Date: ________________

Signature

College Coordinator: ________________________________ Date: ________________

Signature

Please submit your completed Annual Year-end Report to: D2L > Program-Level Assessment of Student Learning