



University of Puerto Rico
Mayagüez Campus
Office of Continuous Improvement and Assessment
Mayagüez, Puerto Rico



**Instructions for Preparation of
Student Learning Assessment (SLA) Reports**

- 1. Language:** English - to facilitate the compilation of reports for our multiple external accrediting agencies, including ABET and MSCHE. Any assessment tools administered in Spanish do not need to be translated.
- 2. Length:** approximately 3-6 pages (single spaced), excluding appendices
- 3. Format:** Reports may be in a narrative or tabular format. Please use a legible font (e.g., Times New Roman or Arial) and size (no smaller than 10 pt.).
- 4. Content:** The report should have two sections – Section I to list the department's mission and student learning outcomes, and Section II to report the ***assessment results*** from each assessment project conducted during the timeframe. Each of the areas listed in the table on the next page must be addressed (preferably as sub-sections) within the second section. If more than one project has been completed, a tabular format like the one shown may be more suitable.

Examples of assessment results from the MSCHE document, "Student Learning Assessment: Options and Resources" (2003) are available at OMCA website (<http://www.uprm.edu/omca>) – click the link for "Reports", then for "Examples of Assessment Results from MSCHE." Examples of several completed reports of assessment results from the UPRM College of Arts and Sciences are also available on the OMCA "Reports" page.

- 5. Submit to:** (print and electronic versions)
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- 6. Questions to:** Faculty Assessment Specialists:
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Outline for Student Learning Assessment Reports

SECTION I: Mission and Student Learning Outcomes (Graduating Student Profile)

State the department's mission and list the student learning outcomes (graduating student profile).

SECTION II: Student Learning Assessment Results

Sub-section	Content
Focus of Assessment Project	<ul style="list-style-type: none"> • What is the object of assessment – a particular skill or content area, a course, or a learning outcome? • Is the focus on all students or on a sub-group of students (e.g., second year students)? • What are the numbers of students and faculty members involved or affected by the project? • If an intervention for a course or courses was applied (e.g., modified curricula, new teaching strategy), how was it applied and to whom?
Justification	<ul style="list-style-type: none"> • What facts (data) motivated the department/assessment committee to focus on the skill/content/outcome(s)? E.g., student performance, faculty evaluations
Measures	<ul style="list-style-type: none"> • What tools were used to assess the skill/content/outcome(s) or interventions? • Were the tools pre-existing or created for the project? • Were secondary (pre-existing) data used (e.g., from OIIP or from MSCHE self-study questionnaires)?
Results	<ul style="list-style-type: none"> • What is the level of student performance or attainment on the outcome(s)? • Does performance differ by student group (e.g., gender)? • If an intervention was administered, what effect did it have on student learning?
Possible Reasons or Hypotheses	<ul style="list-style-type: none"> • What are possible explanations for the results, be they positive or negative?
Course of Action	<ul style="list-style-type: none"> • What actions have been/will be taken to address the results, based on the possible reasons? • If an intervention will be applied, how will its effectiveness be evaluated?
Timeline of Proposed Activities	<ul style="list-style-type: none"> • What assessment activities will be conducted between August and December 2006?
Appendices	<ul style="list-style-type: none"> • Mandatory: copies of all assessment tools listed in the "Measures" sub-section • Optional, if applicable: <ul style="list-style-type: none"> ○ Sample lesson or lecture ○ Transcripts of interviews or focus groups conducted (anonymous) ○ Sample student feedback (e.g., note, e-mail)