



## Instructions for Preparation of 2006-07 Student Learning Assessment (SLA) Reports

1. **Due Date:** May 25, 2007
2. **Time Period:** August 2006 – May 2007
3. **Language:** English - to facilitate the compilation of reports for our multiple external accrediting agencies, including MSCHE and others (AACSB, ABET, NCATE, NLNAC). Any assessment tools administered in Spanish do not need to be translated.
4. **Length:** 1-2 pages per project
5. **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.).
6. **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 (August 06 - May 07). Each of the areas listed in the table on the next page must be addressed (preferably as sub-sections) within the second section. Please be specific about participants and timing of the activities in the assessment cycle.

The areas correspond to the criteria for “Reporting and Use of Assessment Results” in the OMCA Feedback Rubric for Academic Assessment Plans and Reports (attached, section shaded in yellow). If more than one project has been completed, a tabular format may be more suitable. Examples of assessment results are available on the “Assessment Results” link at <http://www.uprm.edu/omca>.

7. **Submit to:** College Assessment Coordinators (print and electronic versions)
  - Academic Affairs: Dr. Darnyd Ortiz, [dortiz@uprm.edu](mailto:dortiz@uprm.edu)
  - Agricultural Sciences: Dr. Aury Curbelo, [acurbelo@uprm.edu](mailto:acurbelo@uprm.edu)
  - Arts & Sciences: Dr. Vivian Navas, [vnavas@uprm.edu](mailto:vnavas@uprm.edu)
  - Business Administration: Prof. Marta Colón, [colon-m@rigel.uprm.edu](mailto:colon-m@rigel.uprm.edu)
  - Engineering: Dr. Mario Rivera, [marivera@uprm.edu](mailto:marivera@uprm.edu)
  - OMCA (electronic version ONLY) to [omca@uprm.edu](mailto:omca@uprm.edu)
8. **Questions to:** College Assessment Coordinators or Dr. Sandra Dika, Assessment Specialist, x2998/2999, [sandra.dika@gmail.com](mailto:sandra.dika@gmail.com)



### Outline for SLA 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: SLA Results

Sub-section		Content
<b><i>Focus of Assessment Project</i></b>		<ul style="list-style-type: none"> <li>• What was assessed – a particular skill or content area, a course, or a learning outcome?</li> <li>• How is it related to your department learning outcomes? Be specific.</li> </ul>
<b><i>Justification (data-based)</i></b>		<ul style="list-style-type: none"> <li>• What facts (e.g., student performance, faculty evaluations, pre-study) motivated the department/assessment committee to focus on the selected skill/content/outcome(s)?</li> </ul>
<b><i>POPULATION</i></b> <i>Student</i> <i>Faculty</i>		<ul style="list-style-type: none"> <li>• What were the numbers of students and faculty members impacted by the project?</li> <li>• Was the focus on all students or on a sub-group of students (e.g., second year students)?</li> <li>• Are the students department majors?</li> </ul>
<b><i>Assessment Cycle</i></b>	<b><i>Pre-intervention</i></b>	<ul style="list-style-type: none"> <li>• What measures or tools (e.g., pretest, critical thinking essay) were applied to determine the student status on the chosen skill or content before the intervention?</li> <li>• Note: Pre-intervention may be the same as Justification (above)</li> </ul>
	<b><i>Intervention</i></b>	<ul style="list-style-type: none"> <li>• What activities (e.g., workshop, lecture) were implemented to improve student performance in the chosen skill or content?</li> </ul>
	<b><i>Post-intervention</i></b>	<ul style="list-style-type: none"> <li>• What are the criteria for success and how was the effectiveness of the intervention determined?</li> <li>• What tools (e.g., post-test, post essay, exam) were used to determine student progress on the chosen skill or content?</li> <li>• How were the tools applied and to whom?</li> </ul>
<b><i>Results</i></b>		<ul style="list-style-type: none"> <li>• What results were obtained? Indicate date of review.</li> <li>• What do the results imply about the effectiveness of the intervention to improve student learning?</li> <li>• Does performance differ by student group (e.g., gender)?</li> </ul>
<b><i>Dissemination of Results</i></b>		<ul style="list-style-type: none"> <li>• How, when, and to whom were the results of the assessment project disseminated?</li> </ul>
<b><i>Possible Reasons or Hypotheses</i></b>		<ul style="list-style-type: none"> <li>• What are possible explanations for the results, be they positive or negative, e.g., intervention was not effective to improve student performance?</li> </ul>
<b><i>Course of Action</i></b>		<ul style="list-style-type: none"> <li>• What actions have been or will be taken based on these results? Will the action require more assessment? Be explicit.</li> </ul>
<b><i>Next Assessment Priority</i></b>		<ul style="list-style-type: none"> <li>• What do you plan to assess next? Will you continue on this same item or assess a different skill or content?</li> </ul>
<b><i>Appendix</i></b>		<ul style="list-style-type: none"> <li>• Include copies of all assessment tools (unless distribution is restricted)</li> </ul>



## FEEDBACK RUBRIC FOR ACADEMIC ASSESSMENT PLANS AND REPORTS

<i>KEY ELEMENTS OF ASSESSMENT PLAN/REPORT</i>		Level of Performance		
<b>MISSION:</b>		<b>Best Practice</b>	<b>Meets Standard</b>	<b>Opportunity for Improvement</b>
Department mission is identified		In addition to meeting the standard, department mission is communicated via means other than the course catalogue and web site.	Department mission is student-focused, identifies the professional profile of its graduates, directly connects with the institutional mission, and is communicated to students and faculty via the course catalogue and department web site.	Does not meet the standard.  OFI-1=does not meet 1 criterion OFI-2=does not meet 2 or 3 criteria OFI-3=does not meet 4 or 5 criteria
Department mission statement is student-focused				
Department mission identifies the professional profile of its graduates				
Department mission directly connects with the institutional mission				
Department mission is communicated publicly, i.e., catalogue, web				
<b>LEARNING OUTCOMES:</b>		<b>Best Practice</b>	<b>Meets Standard</b>	<b>Opportunity for Improvement</b>
Learning outcomes are identified for the department (not for individual class or course)		In addition to meeting the standard, targets are set for improvement or attainment of student learning outcomes.	Learning outcomes are student-focused, linked to the department's mission, and address multiple learning domains. The outcomes clearly describe, in a measurable fashion, what students will be able to do upon completion of the program.	Does not meet the standard.  OFI-1=does not meet 1 or 2 criteria OFI-2=does not meet 3, 4, or 5 criteria OFI-3=does not meet 6, 7, or 8 criteria
Learning outcomes are clear				
Learning outcomes are measurable				
Learning outcomes span multiple learning domains (i.e., cognitive, behavioral, psychomotor)				
Learning outcomes are student-focused				
Learning outcomes clearly link to the department's mission statement				
Learning outcomes are addressed across the curriculum (i.e., each outcome in at least two (2) courses)				
Learning outcomes include higher order learning (e.g., analysis, evaluation, creation, critical thinking)				
<b>ASSESSMENT METHODS:</b>		<b>Best Practice</b>	<b>Meets Standard</b>	<b>Opportunity for Improvement</b>
Multiple (3 or more) assessment measures are identified		In addition to meeting the standard, major assessment questions or priorities are identified that guide the assessment plan.	There is an identifiable assessment design, including timeline and participants for each assessment method. Assessment methods clearly matches the learning outcomes being assessed, and multiple assessments are used systematically (repeatedly, on a schedule) over time.	Does not meet the standard  OFI-1=does not meet 1 or 2 criteria OFI-2=does not meet 3, 4, or 5 criteria OFI-3=does not meet 6, 7, or 8 criteria
Copies of assessment instruments are provided				
Assessment measures are aligned to learning outcomes				
Direct measures of student learning are emphasized				
Indirect measures of student learning are utilized				
Assessment measures allow student performance to be gauged over time				
Assessment design includes a timeline for implementation and administration				
Assessment design indicates who will participate in each assessment				



## FEEDBACK RUBRIC FOR ACADEMIC ASSESSMENT PLANS AND REPORTS

REPORTING AND USE OF RESULTS: (Assessment Report)		Best Practice	Meets Standard	Opportunity for Improvement
Major assessment results are reported		In addition to meeting the standard, standards have been established that clearly describe performance levels considered minimally adequate for students completing the program, and positive assessment results are shared with faculty, students, academic administrators, prospective students, and other audiences as appropriate.	Assessment results are shared and discussed with faculty in the department and are used to modify learning outcomes, teaching methods, curriculum, and/or assessment strategies.	Does not meet the standard OR plan has not been implemented  OFI-1=does not meet 1 or 2 criteria OFI-2=does not meet 3, 4, or 5 criteria OFI-3=does not meet 6, 7, or 8 criteria
Assessment results are clear				
Information from the assessment results is shared with multiple constituents				
The assessment results are reviewed and discussed by department faculty				
Assessment results indicate the extent to which priority learning outcome(s) have been achieved				
Assessment results are used to improve student learning (e.g., change/revise learning outcomes, change/revise courses or curriculum)				
Assessment results are used in strategic planning				
Assessment results are used to identify next assessment priority and/or to change the assessment plan				

Assessment Checklist adapted from Jones (2006) "Developing Assessment Plans," presentation at 2006 MSCHE Student Learning Assessment Summer Institute in Philadelphia, PA. Copy available from OMCA upon request.

Performance levels adapted from Suskie (2004), "Assessing Student Learning – A common sense guide," Bolton, MA: Anker.