

THE UNIVERSITY OF RHODE ISLAND
CRITERIA & GUIDELINES FOR A WELL-DEVELOPED GRADUATE PROGRAM ASSESSMENT REPORT

Outcomes	Evidence	Action	Evaluation	Reflection & Planning
<p>Identified one or more observable, measurable statements of what a student is expected to know or be able to do throughout a program, assessed during <i>this</i> reporting period (consistent with the Assessment Plan).</p> <hr/> <p><i>Learning outcome statements should include action verbs that specify observable and measurable behaviors of what students will know, be able to do, or demonstrate. They should reflect the highest levels of thinking required by a course(s), or in a program. Examples of action verbs, (Bloom's Taxonomy) include:</i></p> <ul style="list-style-type: none"> - Demonstrate - Identify - Evaluate - Analyze - Interpret - Apply <p><i>An example of a learning outcome statement that uses action verbs is: "Students will be able to apply mathematical reasoning based on definitions, axioms, and theorems to read and write mathematical proofs."</i></p>	<p>Identified the evidence* (student work), other than grades**, used to determine whether students achieved stated learning outcome(s) and/or uncover patterns of weakness to address. <i>Direct evidence is required. Indirect evidence is optional. Mixed methods, which include both sources of evidence, can enhance the assessment process.</i></p> <hr/> <p>Direct evidence or indicators of student learning: can include course work such as research papers, embedded questions in assignments or exams, thesis and dissertation proposals, oral defenses, comprehensive examination responses, practicum supervisor ratings, etc.</p> <p>Indirect evidence or indicators of student learning: can include student satisfaction surveys, self-reports, employer surveys, focus groups, and self-reflections.</p> <p>*Sources of evidence are supported by the curricular map, which links requirements to outcomes.</p> <p>**A NOTE ABOUT USING GRADES: Grades in courses or on exams are not typically sufficient evidence - <u>unless</u> all program faculty have agreed on key features of the syllabus and rubrics to evaluate student work so the same standards are applied across courses, sections, instructors, and years. Remember, the goal is to determine whether the program is meeting its goals as defined by the faculty - not whether a student has met a particular instructor's goals. One way to make this work is to use a standardized final assignment in a course, allow for minor variations of content across instructors, and score with a standardized rubric.</p>	<p>Identified the method(s) or process(es) used to evaluate student work (i.e., the best means of assessing the work, e.g., rubrics, etc.) and who would interpret the evidence.</p> <hr/> <p><i>Methods selected should provide an appropriate and thorough examination of student learning outcomes. For example, a detailed scoring rubric with criteria that differentiates levels of achievement can be developed and used to score student work (e.g., course papers, portfolios performances, thesis chapters, oral exams, etc.). Generally two raters are used to review each product, and a third rater is used to resolve any major discrepancies.</i></p>	<p>Identified strengths and patterns of weakness to address; sample size and expected and actual levels of student achievement were reported.</p> <hr/> <p><i>Results thoroughly address the learning outcome(s) assessed and are reported in such a way that results can be understood by persons outside the content area. When quantitative data are part of the evidence, the full results (e.g., in tables) are provided (perhaps in an appendix).</i></p>	<p>Demonstrated how assessment results will be used to contribute to program improvement and enhance student learning:</p> <ul style="list-style-type: none"> • summarized findings in terms of assessment results and recommendations for change based on these results (e.g., pedagogy, curricular revisions, etc.); • included a timeframe for implementing change • included a timeframe for measuring the impact of the change. <hr/> <p><i>Results should include what was learned about the effectiveness of the assessment process and how those discussions informed recommendations. What do the results mean for teaching and learning practices? The summary clearly indicates how the program will use what was learned (e.g., make program improvements, further assess learning, improve assessment methods, consider pedagogy or curricular change, etc.).</i></p>