

Academic Program: (Degree or Major)
Academic Year: (2007-08)

Learning Goals

Students will *demonstrate, explain, describe, apply, utilize, analyze, exhibit a knowledge of...*

the historical development of Western Civilization

the accepted Theories of Personality

(Avoid terms like *know* or *understand* because they are hard to measure)

List three to five broadly stated Learning Goals and Assessments for each major.

Assessments

Research Paper in Capstone Course

Major (ETS or other) Field Tests

Pre/Post Tests

Internal Standardized Capstone Exams

Imbedded Capstone Essay questions

Internship Evaluations

Senior Projects

Juries

Portfolios

All internal assessments should have a standard grading form or Rubric, agreed upon by the department faculty.

Results

Mean – Mean score of all graduates

% of graduates reaching a minimum threshold

Sub-area scores

Percentiles

Benchmark comparisons

Graduate school acceptance rates

% finding work in major field

Avoid using course grades as results.

Assess specific Learning Goals with specific measures that produce objective results.

Outcomes

Increase contact hours in ...

Add an additional elective in...

Tie Capstone Exam/Field Test to final grade in...

Look for a more appropriate Standardized Test

Create a more appropriate Capstone Test or Project

Redesign course content based on Internship/Jury/Portfolio results

Outcomes (plans for improvement) must be based on Results.

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- 1) Generally speaking, what three to five (broadly stated) Learning Goals do you want for your Biology, History or English majors?**
- 2) What three to five major assessments (probably completed during the senior year) will you choose that will give you an objective handle on how your students are doing?**
- 3) How will you insure that all students are being assessed equally and fairly? (Standardized tests or Rubrics)**
- 4) Can you identify student performance in sub-areas of disciplines (critical thinking, Renaissance history, accounting, American Literature) that students are excelling in or falling behind in?**
- 5) Compare these overall results and sub-scores year after year to produce longitudinal studies or trends.**
- 6) Our first order of business now is to establish a baseline measure with some confidence. If most of our students are making A's or B's in their final courses, but those same students are averaging below the 15th percentile on National Field Tests, do we know with any confidence how well our students are doing?**