

Biennial Report Evaluation Spring 2024

Program:

Date of Review:

Report Authors and Additional Contributors:

Student Learning Outcomes	
<p>Program learning outcomes are specific statements that describe the required learning achievement that must be met on the way to attaining a degree and meeting the goals of a program. Course learning outcomes similarly describe the competencies a student should achieve upon successful completion of the course. There should be a clear alignment between course and program-level outcomes.</p>	<p>Please rate the learning outcomes on the following measures:</p> <p>Concise descriptions of skills, competencies, and knowledge to be gained Meets Needs Improvement</p> <p>Outcomes are articulated using measurable terms Meets Needs Improvement</p> <p>Outcomes are concrete, rather than abstract Meets Needs Improvement</p>
<p>Student Learning Outcomes Feedback</p> <p>Provide feedback on all items. Include concerns, suggestions for improvement, kudos, or other thoughts relevant to this criterion. Please pay particular attention to any item marked “needs improvement.”</p>	
Curriculum Grid	
<p>A curriculum grid identifies where learning outcomes are addressed in a program's curriculum. A curriculum grid can help in both designing and communicating the coherence (breadth, depth, and sequencing) of the program.</p>	<p>Please rate the curriculum grid on the following measures:</p> <p>Demonstrates intersection of student learning outcomes and courses Meets Needs Improvement</p> <p>Intersections are leveled in a way that it is clear when outcomes are introduced, developed, and ultimately mastered Meets Needs Improvement</p> <p>Students have multiple exposures to each outcome at different levels Meets Needs Improvement</p>
<p>Curriculum Grid Feedback</p> <p>Provide feedback on all items. Include concerns, suggestions for improvement, kudos, or other thoughts relevant to this criterion. Please pay particular attention to any item marked “needs improvement.”</p>	

Assessment Plan

<p>Deciding when and where to collect assessment evidence is an important aspect of assessment planning. While grades are important - they are the currency of transcripts and ultimately degrees - they are not sufficient for assessment except as indirect evidence. A good assessment plan incorporates multiple measures and spans multiple years.</p>	<p>Please rate the assessment plan on the following measures:</p> <p>Describes the types of assessment used (e.g., juried reviews, embedded questions, culminating exams/boards, projects, etc.) Meets Needs Improvement</p> <p>Describes a holistic plan, whether by course or by outcome Meets Needs Improvement</p> <p>The plan cover multiple years Meets Needs Improvement</p>
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<p>Assessment Plan Feedback</p> <p>Provide feedback on all items. Include concerns, suggestions for improvement, kudos, or other thoughts relevant to this criterion. Please pay particular attention to any item marked “needs improvement.”</p>	
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Thresholds and Expectations

<p>A threshold is the expectation of student performance usually shown as the percentage students are achieving the learning outcomes.</p> <p>Thresholds are tricky, but they are incredibly helpful as a guide to determine if outcomes are sufficiently met. Two step thresholds (75% of student will achieve at a rate of 70% or higher) provide better data for analysis than single step (the class average will exceed 72%). Thresholds may be different within one course (some easier concepts may have higher thresholds) and should likely become more rigorous as students progress through a program.</p>	<p>Please rate the thresholds and expectations on the following measures:</p> <p>Meaningful and aspirational (but reasonable) threshold Meets Needs Improvement</p> <p>Multi-stepped threshold which indicates both level of desired achievement and percentage of students who reach that level Meets Needs Improvement</p> <p>Clear description of threshold (i.e., why it was selected) Meets Needs Improvement</p>
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<p>Threshold and Expectations Feedback</p> <p>Provide feedback on all items. Include concerns, suggestions for improvement, kudos, or other thoughts relevant to this criterion. Please pay particular attention to any item marked “needs improvement.”</p>	
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Evidence of Learning

Evidence of learning showcases what was actually assessed. A combination of direct and indirect evidence can provide a rich set of information for assessment purposes. When evaluating an assessment report look for a variety of measures and look to see if the assessment methods reported match the level of rigor being assessed.

Examples of Direct Evidence

- Examination of student work (performance-based assessment)
- Capstone projects
- Course-embedded assignments like essays, reflections, oral presentations, etc.
- Portfolios
- Performances
- Standardized Testing
- Locally developed exams
- Major field or licensure tests
- Pre/Post-test

Examples of Indirect Evidence

- Student self-reflection, self-assessment
- Satisfaction or engagement surveys
- Focus groups, exit interviews
- Overall course grade

Please rate the evidence of learning on the following measures:

Covers all outcomes the course is designed to address (if presented by class)

Meets Needs Improvement

Multiple measures are included (direct and indirect) and well defined

Meets Needs Improvement

Evidence collected is reliable and valid for each outcome

Meets Needs Improvement

There is a clear description of the assessment instrument or tool

Meets Needs Improvement

Evidence of Learning Feedback

Provide feedback on all items. Include concerns, suggestions for improvement, kudos, or other thoughts relevant to this criterion. Please pay particular attention to any item marked "needs improvement."

Interpretation	
<p>With measures identified, students assessed, and findings gathered the faculty can now interpret the results. Often times this process confirms an instructor's hunch about student performance, but may also yield surprising results. The tasks of identifying assessment measures and thresholds prior to data collection should support a fairly straight-forward interpretation. Sharing and discussing findings with colleagues may introduce other possible interpretations of the data; kind of a check on possible biases.</p> <p>Interpretation can include the examination of descriptive information; tallies or counts, percent meeting identified threshold, score distributions, etc. Comparative information can also be examined; from previous semesters, among sub-groups, pre and post-test, etc.</p>	<p>Please rate the interpretation on the following measures:</p> <p>Interpretation is robust and meaningful (more than “met” or “not met”) Meets Needs Improvement</p> <p>Interpretation is tied to actions Meets Needs Improvement</p>
<p>Interpretation Feedback</p> <p>Provide feedback on all items. Include concerns, suggestions for improvement, kudos, or other thoughts relevant to this criterion. Please pay particular attention to any item marked “needs improvement.”</p>	
Quality of the Described Action and Closing the Loop	
<p>After interpreting the results, it is time to provide an action plan of what to do with the results. Given the threshold and students’ performance, are there any changes that are being considered or implemented in the course or activity? This step and the next are really the ‘meat’ of assessment. Responses can vary from ‘looks good’ to ‘am I sure this measure is the best one?’ or ‘is my threshold appropriate?’ or ‘students need additional exposure to this outcome’ or ‘this appears to be an anomaly compared to previous assessments; need to dig further’, etc.</p>	<p>Please rate the quality of described action and closing the loop on the following measures:</p> <p>Explicit, well-reasoned connection between assessment results and proposed changes Meets Needs Improvement</p> <p>Measurability of proposed actions Meets Needs Improvement</p> <p>“Closing the loop” between past changes (if any), current assessment results, and proposed actions (including changes, stay-the-course, wait-and-see, etc.) Meets Needs Improvement</p>

<p>"Closing the loop" is a phrase that summarizes the process of evaluating the impact of a change that is made from the analysis/reflection of assessment evidence. It isn't enough to identify the need for a change and a specific change to enact; that change has to be evaluated to determine if it has the intended impact. Too often we miss this step - because it's hard! And time-consuming!</p> <p>Actions</p> <ul style="list-style-type: none"> • Number of outcomes resulting in "No Action Needed" or similar: • Total # of outcomes: 	
<p>Quality of the Described Action and Closing the Loop Feedback</p> <p>Provide feedback on all items. Include concerns, suggestions for improvement, kudos, or other thoughts relevant to this criterion. Please pay particular attention to any item marked "needs improvement."</p>	
<p>Other Observations & Feedback for Instructors</p>	
<p>Please include any additional feedback for the instructor(s) of the course, including comments, questions, concerns, or kudos such as:</p> <ul style="list-style-type: none"> • Was there any additional information that could have been provided to help with your evaluation of the biennial report? • Issues or ideas raised in the evaluation document • Improvements indicated, but not necessarily tied to outcome measurement (i.e., incorporating new industry trends, trying new approaches, adopting a new textbook) 	

Use this button to clear the entire form. WARNING - once clicked, the action cannot be undone