

Step 2: Direct measurement

- III. **List the assessment measures you collected this year to assess the outcome selected.**
(These should be the ones indicated in the outcomes above, e.g. research projects, test scores, response paper, essays, exams in required courses, senior projects, portfolios.)

The most accurate and useful sources of evidence for how well students are achieving your department/program's outcomes are direct measures. Direct measures are based on an actual performance by the student, criteria to evaluate the performance, and analysis of the information generated. Examples of direct assessments include: faculty created exams; projects evaluated by specific criteria; national standardized exams; direct observation of students' performance, student demonstration of authentic work evaluation by qualified internal or external judges, capstone experiences, and portfolios of student work, essays or term papers. These direct measures provide more useful and accurate information for assessment of student learning outcomes than indirect measures which are based on secondary source materials. Examples of indirect assessments include: surveys or focus groups that tap students' or alumni perceptions of what they learned, satisfaction with the quality of the instruction or program content; rates of retention, graduate, placement in careers, admission to graduate school; employer surveys.

- IV. **Provide the information collected with this assessment measure.**
Attach the relevant information collected displayed in an appropriate form (spreadsheet, table, chart, list, graph)

Displaying the results of the information collected will make analysis of the information easier and more transparent. Be sure to remove the names of individual students or faculty members or any similar identifying information. See samples attached for suggestions.

Step 3: Results

- V. **Describe the process you used to analyze the information collected to determine whether your students achieved the outcome desired.**

Analysis could include averages of scores/results, total scores/results for all students and/or separate categories of students within your program, or other qualitative or quantitative comparisons across the information collected.

- VI. **Based on the information collected above, state your conclusions about how well your majors/minors achieved the student learning outcome you have chosen to analyze this year. Please be specific.**

Interpretation of the information collected will reveal significant patterns of results and provide a description of how well your students achieved the outcomes you designated for analysis this year:

- *What stands out to you in looking at the overall analysis of your results?*
- *Did the majority of student achieve the outcome at the level desired by the department?*
- *Were some parts of the outcome achieved and others not?*

Step 4: Feedback Loop

- VII. **Describe the steps you plan to take based on these conclusions to improve your department/program. List plans for improvements in 2012 – 2013.**

How will you use this feedback to inform future decisions about modifying or maintaining elements of your department/program's curriculum, instruction, assessment measures or other relevant part of your program design? Ideas might include: changing the requirements for the major/minor; changing the course sequence for the program; adding or subtracting assessment measure to better gauge the students' success in the future; adding faculty members; improved articulation/collaboration among faculty members in the department, etc.