Learning Effectiveness Workshop

University of San Francisco

The Learning Assurance Model

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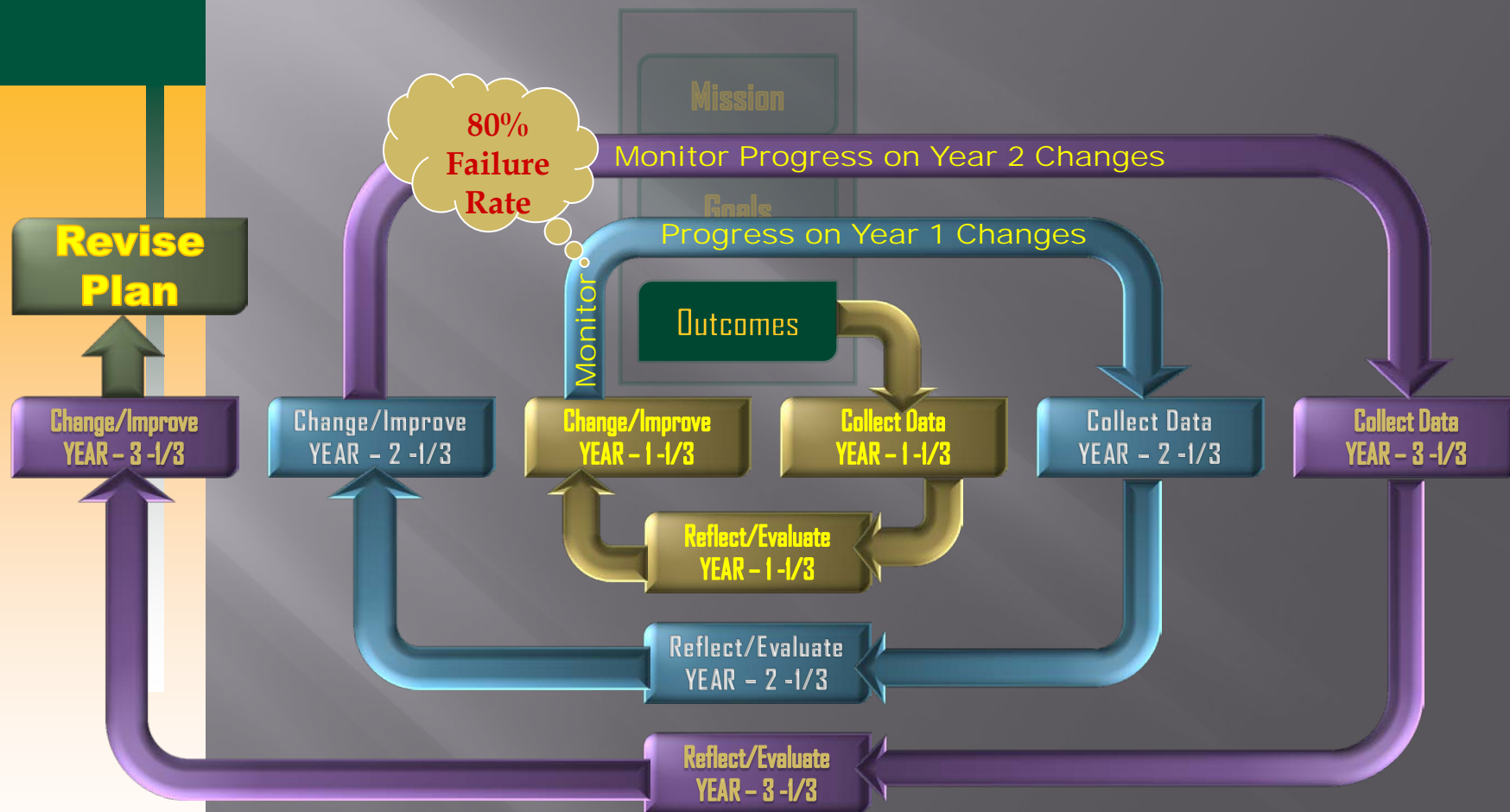
Why do we need a mission statement?
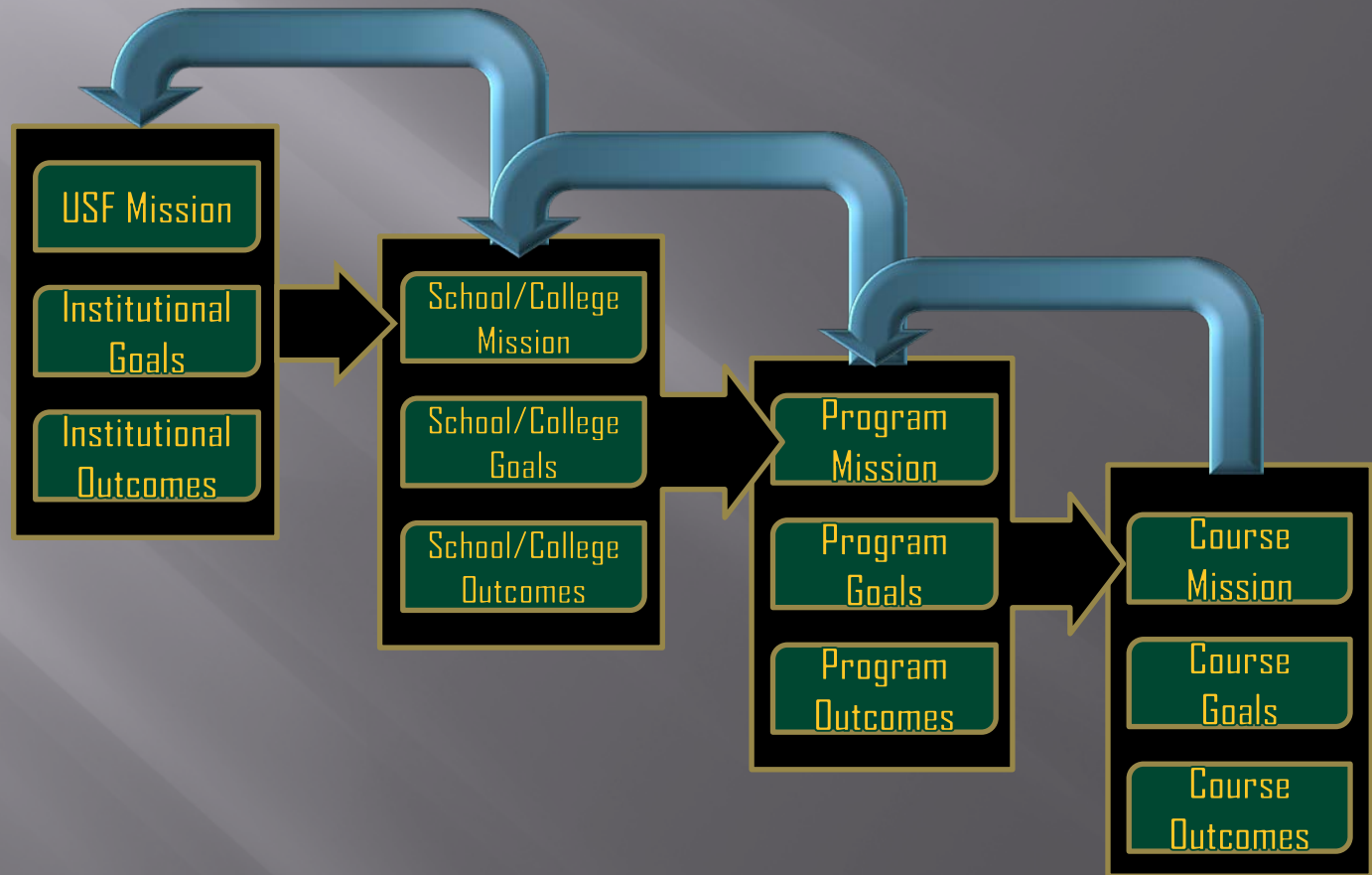
- **Mission statements are often derided as <u>trite, coffee-cup slogans</u> with little or no value in programmatic or curricular activities. This is a common misconception about the role of mission statements in the learning effectiveness process. Mission statements should be the guiding philosophy of <u>ALL</u> programmatic activities. Such statements, if thoughtfully developed, provide the foundation which supports all other aspects of program learning effectiveness.**

What does a mission statement do?

- **Mission statements clarify the *raison d'être* of the program to all stakeholders (faculty, staff, students, alumni, employers, potential donors, etc), allowing programs to focus their resources and efforts on issues that are critical to student learning.**

What is a program mission statement?

- A Program Mission Statement is a concise statement of the overall values and principles that guide the curriculum of a program. It sets the tone and a philosophical position from which a program's learning goals and learning outcomes are formulated. The Program Mission Statement should define the broad purposes the program is aiming to achieve. It should be a distinctive description of the program that identifies what the program is, what it does, and for whom it does it .

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What are the components a mission statement?

❑   Articulates the **Primary Functions** of the program.

❑   Articulates the **Purpose** of the program.

❑   Articulates with the **Stakeholders** are that participate in the program and those that benefit from the program.

Defining a Program Mission

What are the attributes of a well written mission statement?

- ❑ Brief, concise, distinctive.

- ❑ Clearly identifies the program's purpose.

- ❑ Clearly aligns with the mission of the school and/or college, and the University.

- ❑ Explicitly articulates the essential functions/activities of the program.

- ❑ Clearly identifies the primary stakeholders of the program; i.e., students, faculty, parents, etc.

What is the structure of a program mission statement?

- "The mission (purpose) of the [insert name of program] is to [insert primary purpose] by providing [insert essential functions/activities of the program] to [insert stakeholders]". Add clarifying information.

Program mission statement checklist.

☐ Is the statement clear and concise?
☐ Is it distinctive and memorable?
☐ Does it clearly state the purpose of the program?
☐ Does it indicate the primary function or activities of the program?
☐ Does it indicate who the stakeholders are?
☐ Does it support the mission of the department, college, and university?
☐ Does it reflect the program's priorities and values toward student learning?

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Program mission statement examples. [POOR]

The mission of Hypothetical BSBA is to provide a broad management education.

The statement is very vague and does not distinguish this particular program from other BSBA programs. It lacks information about the primary functions of the program and does not identify the stakeholders. Additionally, there is no indication that the program's mission is aligned with USF's mission.

Program mission statement examples. [BETTER]

The mission of Hypothetical BSBA is to educate students from diverse backgrounds in the principles of management that will prepare them for both current and future professional challenges in business.

This statement is better because it identifies the stakeholders as well as a primary function of the program. However, it still is not a distinctive statement.

Defining a Program Mission

Program mission statement examples. [BEST]

The mission of Hypothetical BSBA degree program is to educate students from diverse backgrounds in the fundamental skills, knowledge, and practice of management (through courses and an internships) in order to (1) prepare them for management positions in service or manufacturing industries and (2) prepare them for continuing for advanced degrees in business or related disciplines. The program promotes a commitment to continued scholarship and service among graduates and will foster a spirit of innovation. Also, it promotes an environment that is inclusive and diverse.

This is a very effective mission statement. The mission of the program is very clearly defined.

One more example.

"The MBA Program within the College of Business at James Madison University emphasizes excellence and continuous improvement in graduate learning by stressing knowledge, technical and interpersonal and experiential skills in the development of managerial decision making. The MBA Program seeks to serve part-time students who are full-time working professionals in the Shenandoah Valley and Piedmont Region of Virginia. The MBA Program also serves other professionals through contract programs utilizing on-site and distance learning methodologies."

(MBA Program, James Madison University).

Defining Program Goals

What are program learning goals?

- Goals are broad statements that describe the long-term program targets or directions of development. They state in broad terms what the program wants to accomplish (in terms of student outcomes) or to become over the next several years.
- "Given the Mission of the University, what do we want graduates from our major to have <u>learned</u>?"
- "What do we want students to <u>be</u> when they graduate?"

In order for program effectiveness to be successful, the department must reach a consensus on the goals of the program and have an understanding of what the program is trying to accomplish, as well as how the goals are addressed in the curriculum. The goals of a program or unit must be consistent with those of the school or college, and ultimately with the goals of the institution. It is necessary to ensure that agreement is reached on the mission statement before developing program goals.

Approach to writing program learning goals.

Conduct discussions and brainstorming sessions with program faculty. The discussions can focus on topics such as:

❑ Describe an "ideal" student at various phases in the program, focusing on the abilities, knowledge, values and attitudes that you feel that this student has either acquired or have been supported as a result of your program.

    Then ask:
- ▪ Cognitive skills: What does the student know?
- ▪ Performance skills: What can the student do?
- ▪ Affective skills: What does the student care about?

❑ Describe how the students' experiences in the program have contributed to their abilities, knowledge, values and attitudes.

❑ List the skills and achievements expected of graduates of the program.

❑ Describe the program alumni in terms of their achievements, such as career accomplishments, lifestyles, and community involvement.

How to write program learning goals.

Once you have reached an understanding of the mission of the program and the faculty members are in agreement on what the program is trying to accomplish, you can start writing the program goals. The following are some guidelines for writing program goals:

❑ Identify three to four goals that are important (i.e., strongly related to the mission and that will help to student learning).

❑ Goal statements should describe the expected performance of the student or specific behaviors expected from graduates of the program.

❑ Do not identify too many goals, particularly when first starting out.

Program learning goals examples. [POOR]

To teach students business management principles.

This is an inadequate goal statement because the focus is on the teaching rather than on the expected behavior of graduates of the program.

Program learning goals examples. [BETTER]

To prepare students adequately in business management.

This is better than the first example. Although this statement does not specifically explain the expectations of graduates, the focus is on student learning and not the teaching activity.

Program learning goals examples. [BEST]

- To prepare students for graduate school.
- To have students graduate from the program with the necessary skills and knowledge to succeed in Hypothetical industry.
- To prepare students to be successful in Hypothetical industry careers.

These are good examples of program learning goal statements that include a brief description of the expected actions of students of the program.

Program learning goals checklist.

After generating a list of program goals, the following questions can help to determine whether the list is complete and will be of value to your program:

- ❑ Do your goals describe desired aspects of a successful program?
- ❑ Are your goals consistent with your mission?
- ❑ If you achieve your goals, have you reached your vision?
- ❑ Are your goals aligned with your values?

Defining Program Learning Outcomes

BROAD

University Vision, Mission, & Values

School, College, or Unit Mission

Program & Department Mission

Program & Department Learning Goals

Course Learning Goals

Program & Department Learning Outcomes

Course Learning Outcomes

Specific

Not Measurable

Measurable
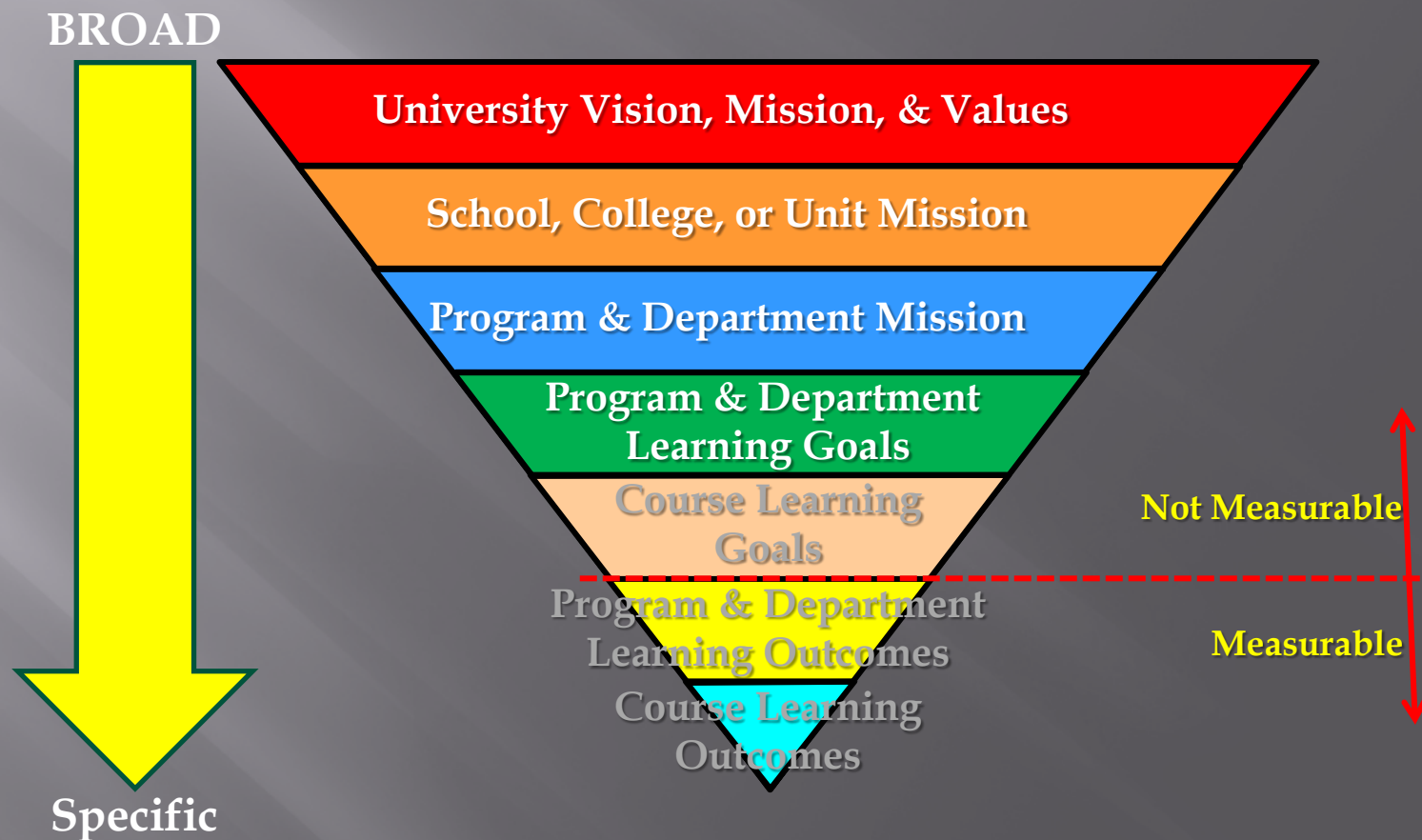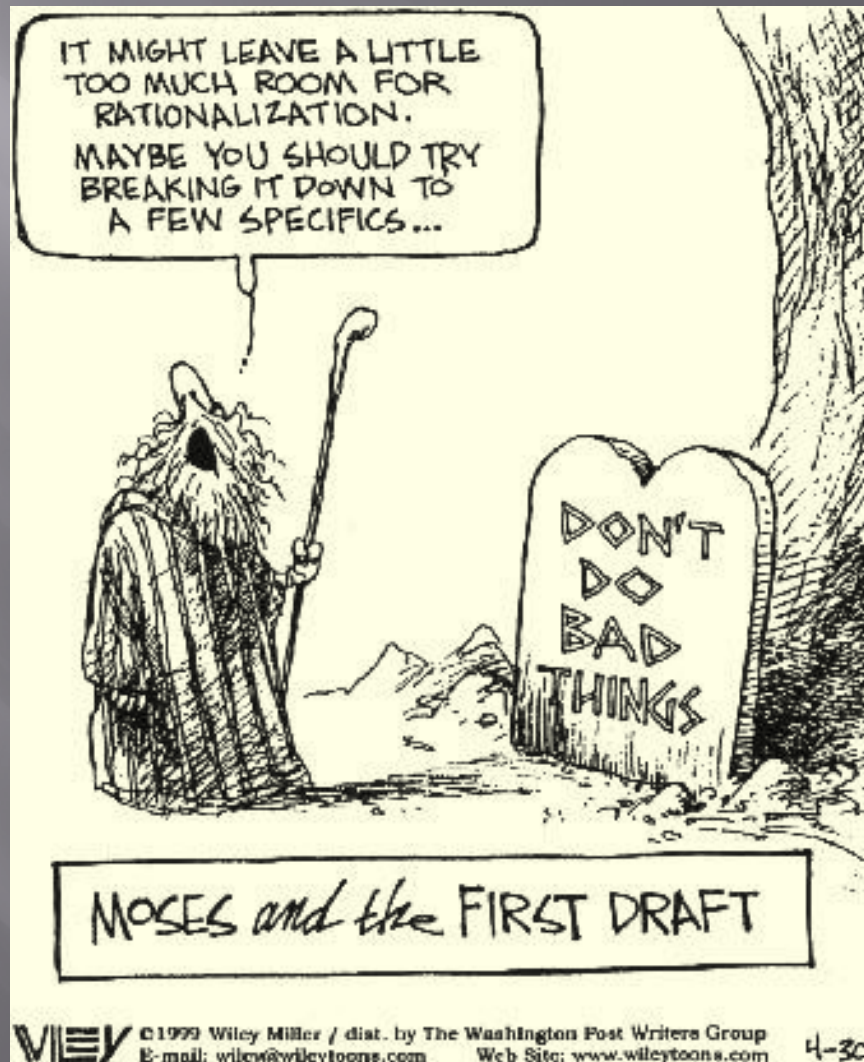
Defining Program Learning Outcomes

What are program student learning outcomes (SLO)?

- ❑ They are statements that <u>describe</u> *significant and essential learning that students have achieved,* and can reliably demonstrate at the end of a program.
- ❑ They <u>identify</u> what the *student will know and be able to do* by the end of the program – the *essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions)* that constitute the integrated learning needed by a graduate of your program.
- ❑ Outcomes are precise, specific, and "measurable".
- ❑ "What do we want students to <u>be able to "do"</u> when they graduate?"

In order for program effectiveness to be successful, the department must reach a consensus on the student learning outcomes of the program and have specific knowledge of what learning the program is trying to convey, as well as how they are addressed in the curriculum. The SLO's of a program or unit must give specificity to the program learning goals. It is necessary to ensure that agreement has been reached on the program learning goals before developing program student learning outcomes.
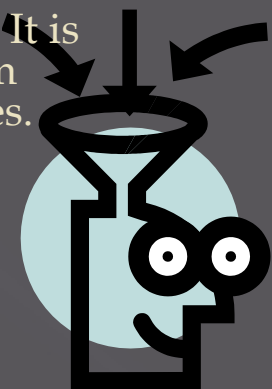
Defining Program Learning Outcomes

How is a SLO different from program goals?

A SLO focuses on specific behaviors, attitudes, abilities, etc. that a student will demonstrate or possess as a result of instruction or other programmatic activity. There may be other types of outcomes that a program might have that are not focused on student learning characteristics such as targets for faculty productivity in research and service, effectiveness of advising, community outreach, etc. These types of outcomes are known as process or performance outcomes. While programs are strongly encouraged to assess these types of outcomes they cannot substitute for a SLO.

Outcomes ≠ Objectives

Objectives are <u>intended</u> results or consequences of instruction, curricula, programs, or activities.

Outcomes are <u>achieved</u> results or consequences of what was learned; i.e., evidence that learning took place.

Do NOT confuse the two!

Defining Program Learning Outcomes

What are the characteristics of a well-defined SLO?

They are S.M.A.R.T.

- <u>S</u>pecific; SLOs should be specific to your program and should be stated in clear, definitive terms.

- <u>M</u>easurable; SLOs must be stated in terms that are clearly measurable either quantitatively or qualitatively. The use of action verbs in SLO statements can maintain a focus on measurability. In addition, programs should consider whether data collection for a particular SLO is reasonable and feasible given program resources.

- <u>A</u>ttainable; programs should consider the reality of what they hope to achieve. SLOs should be a reasonable statement of what the program can contribute in terms of student skills, knowledge and abilities.

- <u>R</u>esults-oriented; SLOs should focus on the end result rather than an action to be implemented or provided by the program. SLOs should be clearly stated in terms of what exactly a student should know, be able to do, or value.

- <u>T</u>ime-bound; SLOs should be framed in such a way that they can be measured within a time period over which the program has some control.

Defining Program Learning Outcomes

What is the structure for writing good student learning outcomes?

In a SLO statement the focus must be on the student and what (s)he will know, do, or value. Possible formats of SLOs are as follows:

❑ Students (graduates) will [insert action verb] [describe expected skill, knowledge or value].

❑ Graduates (students) are able to [insert action verb] [describe expected skill, knowledge or value].

❑ Students (graduates) will demonstrate the ability to (or knowledge of) [insert action verb] [describe expected skill, knowledge or value].

Defining Program Learning Outcomes

Examples of Student Learning Outcome Statements:

❑ Students will demonstrate the ability to *organize and deliver* a clear and substantive business presentation.

❑ Students will demonstrate the ability to *formulate hypotheses, analyze data and draw conclusions*.

❑ Graduates will be able to *evaluate their own artistic skills and that of their peers* through critical reasoning about the use of materials, formal elements, and content.

❑ Students will *investigate basic social scientific concepts* by systematically studying the observational and analytic methods and findings of business management disciplines.

What types of skills/knowledge are appropriate for SLOs?

The most effective way to develop specific learning outcomes is to use a taxonomy of learning domains. These types of matrices provide a standardized framework on which to structure your SLOs. By far, the most well-known and utilized of these taxonomies is Bloom's Taxonomy of Educational *Outcomes* which was first developed in 1956. Bloom's taxonomy recognizes three domains of educational *outcomes*:

Cognitive Learning:

Cognitive Domain	Description
Knowledge	Mastery of subject material; includes observation and recall of information; knowledge of dates, events, places; knowledge of major ideas.
Comprehension	Ability to predict consequences and future trends; includes understanding information; grasp of meaning; translating knowledge into new contexts; interpreting, comparing and contrasting material; ordering, grouping and inferring causes.
Application	Ability to solve problems using required knowledge/skills; includes using information material, methods, concepts, theories, etc. in new situations.
Analysis	Ability to break down material and recognize structure of organization; includes seeing patterns; organization of parts, recognition of hidden meanings, identification of components.
Synthesis	Ability to use old ideas to create new ones; includes generalizing from given facts, relating knowledge from several areas, predicting and drawing conclusions.
Evaluation	Ability to judge and assess value of material; includes comparing and discriminating between ideas; assessing value of theories, presentations, etc., making choices based on reasoned argument; verifying value of evidence, recognizing subjectivity.

What types of skills/knowledge are appropriate for SLOs?

Affective Learning:

Affective Domain	Description
Receiving	Awareness; willingness to participate
Responding	Actual participation in learning activity; demonstrates interest
Valuing	Attaching value or worth to object, person, activity, phenomenon
Organization	Prioritizing values; comparing and contrasting values to build new value system
Characterization by value	Modifies behavior based on new value system

What types of skills/knowledge are appropriate for SLOs?

Skill-based Learning:

Skill Domain	Description
Perception	Use of sensory organs to guide actions
Set	Readiness to act
Guided Response	Imitation; knowledge of steps required to complete task
Mechanism	Ability to repeat complex motor skill
Complex Overt Response	Display complex movement with skilled performance
Adaptation	Modifies motor skill to address changed situation
Origination	Creates new movement pattern in changed situations

Defining Program Learning Outcomes

What action verbs are associated with types of learning?

It is helpful to use specific actions verbs associated with the various learning domains in the construction of meaningful learning outcomes Use of these verbs helps to explicitly articulate what you expect a student to demonstrate in the course of learning outcomes effectiveness.

Learning Domain	Examples of Action Verbs
Knowledge	Articulate, describe, define, name, indicate, order, recognize, know, repeat, memorize, label, tabulate, quote, etc.
Comprehension	Discuss, explain, interpret, distinguish, suggest, summarize, understand, translate, classify, contrast, etc.
Application	Apply, investigate, experiment, solve, practice, predict, utilize, develop, illustrate, etc.
Analysis	Analyze, categorize, correlate, inform, infer, prioritize, criticize, differentiate, examine, interpret, etc.
Synthesis	Arrange, collect, compose, assemble, compile, create, design, formulate, organize, manage, propose, validate, etc.
Evaluation	Rate, conclude, appraise, evaluate, judge, defend, grade, assess, etc.
Receiving	Identify, select, choose, describe, etc.
Responding	Recite, discuss, present, answer, etc.
Valuing	Describe, explain, differentiate, join, share, etc.
Organization	Order, arrange, combine, integrate, synthesize, generalize, etc.
Characterization by Value	Qualify, practice, listen, influence, share, propose, etc.
Perception	Identify, detect, describe, isolate, etc.
Set	Respond, show, react, display, etc.
Guided Response	Construct, manipulate, assemble, etc.
Mechanism	Build, fix, organize, work, calibrate, etc.
Complex Overt Response	Manipulate, measure, mix, dismantle, etc.
Adaptation	Alter, revise, change, vary, etc.
Origination	Compose, construct, design, etc.

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Program learning outcome example. [POOR]

Students should know the historically important systems of business management.

This is an inadequate student learning outcome because it says neither what systems nor what information about each system students should know.

Program learning outcome example. [BETTER]

Students should know the behaviorist, financial, marketing, economic, analytical etc. approaches to business management.

This is better because it says what theories students should "know", but it still does not detail exactly what they should "know" about each theory, or how deeply they should understand whatever it is they should understand.

Program learning outcome example. [BEST]

Students should be able to recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the behaviorist, financial, marketing, economic, analytical etc. approaches to business management.

This is the clearest and most specific statement of the three examples. It clarifies how one is to determine that (s)he "knows".

Defining Program Learning Outcomes

Program learning outcomes checklist.

After generating your program learning outcomes for each learning goal, the following questions can help to determine whether the list is complete and will be of value to your program:

- ❑ Are the outcomes aligned with the mission, values, and goals?
- ❑ Do the outcomes clearly describe and define the expected abilities, knowledge, values, and attitudes of graduates of the program?
- ❑ Are the outcomes simply stated?
- ❑ Is it possible to collect accurate and reliable data for each outcome?
- ❑ Taken together, would the indicators associated with the outcomes accurately reflect the key results of the program?
- ❑ Are the outcomes distinctive and specific to the program?
- ❑ Are they stated so that it is possible to use a single method to measure the outcome?
- ❑ Are they stated so that more than one measurement method can be used?
- ❑ Can they be used to identify areas to improve?
- ❑ Are they written using action verbs to specify definite, observable behaviors?
- ❑ Does the language describe student rather than teacher behaviors?
- ❑ Does the language describe a learning outcome, NOT a process?

Defining Learning Outcome Rubrics

A rubric is a rating scale that makes explicit the criteria and standards for judging students' work on discussions, papers, performance, product, show-the-work problem, portfolios, presentations, essay questions—any student work that involves an evaluation of quality.

One of the most effective ways to evaluate student work products in learning outcomes effectiveness is to use a standardized rubric. A rubric is simply a scoring guide used in learning effectiveness to provide an explicit description of the learning or performance being measured. Some of the benefits of using rubrics in outcomes effectiveness include the following:

❑ Expected levels of learning or qualities of performance are clearly defined on a pre-determined rating scale .

❑ Allows program faculty to explicitly articulate their criteria for learning to all constituents.

❑ Facilitates discussion of the results and their ultimate incorporation into decision-making processes regarding programmatic or curricular changes.

Defining Learning Outcome Rubrics

Best Practices for Developing and Using Rubrics in Outcomes Learning Effectiveness:

❑ Identify the skill/knowledge you are assessing.

❑ Break down the skill/knowledge into its characteristic parts (e.g., if you are assessing the ability to problem solve determine the ideal steps a student would take to successfully demonstrate their ability to solve a problem).

❑ Develop a scale that would describe low, intermediate and high levels of performance for each characteristic of the skill/knowledge you are assessing (e.g., Beginning, Developing, Accomplished, Exemplary or Beginning, Competent, Outstanding, etc).

❑ Pilot the rubric on student work with several reviewers and students and obtain feedback.

❑ Make learning effectiveness rubrics available to students before at the time an assignments is given.

❑ Allow students to use rubrics in peer and self-evaluation exercises.

❑ Develop process to aggregate results of learning effectiveness using standard rubrics; disseminate results to faculty and incorporate results into program decision making processes.

Defining Learning Outcome Rubrics

Best Practices for Developing and Using Rubrics in Outcomes Learning Effectiveness, an Example 1:

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Comments
Stated Objective or Performance	Description of identifiable performance characteristics reflecting the highest level of performance	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.	
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Defining Learning Outcome Rubrics

A note about grades:

Letter grades are useful for evaluating individual student performance but normally do not provide information that is sufficiently specific for program learning outcomes measurement.

The table below is adapted from Nichols, *The Departmental Guide and Record Book For Student Outcomes*

Intended Learning Outcomes	Student A	Student B	Student C	Student D	Student E	Learning Outcomes Average
Outcome I	3	4	1	2	3	2.6
Outcome II	2	5	3	2	5	3.4
Outcome III	4	5	2	3	4	3.6
Outcome IV	4	3	4	5	3	3.8
TOTAL	13	17	10	12	15	
STUDENT GRADE	C	A	D	C	B	

Typically, grades sum the evaluations of multiple outcomes. Students with the same grade could vary considerably in their ability on a single outcome. Students with different grades could be equal in their ability on a single outcome. If we want to know about student ability related to an outcome, we need to collect information specific to that outcome.

Defining the Curriculum Mapping of Learning Outcomes

Curriculum Mapping: Linking learning outcomes to the program curriculum:

Curriculum mapping makes it possible to identify where within the current program curriculum your departmental learning outcomes are addressed (covered). Using the following framework for a matrix might be helpful to you in identifying these links between intended outcomes and curricular processes. Along the top of the matrix, list all the courses and other program requirements/options (internships, service learning, theses, etc.) for the major. Along the side, list your departmental outcomes. Then indicate which of the outcomes are addressed in each program requirement by level of emphasis [ex., Introduced (I), Emphasized (E), Utilized (U), and Assessed Comprehensively (C)].

Goals/Outcomes	Course Numbers															
	QSMIS 182	QSMIS 183	QSMIS 281	QSMIS 284	ACCTG 214	ACCTG 215	ECON 201	ECON 202	ECON 342	BLAW 251	FINAN 331	MGMT 361	MKTG 371	MGMT 367	MGMT 368	MGMT 499
Develop core business competencies																
• Students will demonstrate knowledge of core business practices and be conversant in current business language.			M	M			C	C				C	U			
• Students will demonstrate an overall high level of satisfaction with their learning experience in the core business areas.			M	M			C	C				C	U			
Develop an ethical and moral perspective on organizational behavior																
• Graduates will exhibit the ability to identify ethical issues, consider the implications and present a plan of action that shows ethical awareness. This ability will be demonstrated in selected business courses in both the core and respective majors							C					M				I
• Graduates of SOBA will have completed a community service project as part of their degree requirements and demonstrate ___.							C					M				I
Develop leadership and management skills																
• Students will demonstrate their understanding of the necessary skills and knowledge of what it means to be *an effective leader through the identification and integration of* leadership practices, human resource practices, effective team practices, knowledge of organizational structures, and the intricacies of organizational inter-personal relationships.												C				M
Become effective in written and oral communication																
• Graduates of SOBA will exhibit skill and competency in written business communication through the preparation of business memorandum, business letters, and business reports, business plans, presentations, and general business correspondence.												M				M
• Graduates of SOBA will exhibit skill and competency in giving professional and effective business presentations through the construction of a formal graphical presentation in front of peers and faculty..												M				M

Defining the Curriculum Mapping of Learning Outcomes

Curriculum Mapping: Linking learning outcomes to the program curriculum:

You can also use matrices at the course level that link program outcomes to specific course assignments, or course outcomes to program outcomes, or any other configuration that helps you connect what you are currently doing to the program goals and outcomes your department has identified as important for graduates in the major.

More on Curriculum Mapping:

Curriculum mapping provides an inventory of the link between your outcomes and the curriculum. It can also serve as a catalyst for discussions about the proper sequencing of courses, the degree to which the curriculum really supports student learning, and the extent to which core outcomes are appropriately addressed within the curriculum. Discussing the link between learning outcomes and the curriculum may lead to a more general conversation about how processes within the major facilitate or hinder accomplishment of program goals.

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Indirect vs. Direct Measurement

❖ Direct:

  ❖ asks students to <u>demonstrate</u> their learning

  ❖ includes objective tests - essays, presentations, and classroom assignments

❖ Indirect:

  ❖ asks students to <u>reflect</u> on their learning

  ❖ includes surveys and interviews.

Measurement Tools: Direct

Program:
- Culminating Assignments
- Capstone Projects
- Senior Theses
- Exhibits or Performances
- Subject Area Tests
- Licensure Scores
- Professional Certifications
- ETS Field Tests
- Internship ratings

Course:
- Course-embedded Assessment
- Observations of Field Work
- Task Performance Assessment
- Portfolio Evaluations
- Pre-test/Post-test Evaluation
- Reflective Essays
- Scoring Rubrics
- Standardized Test Instruments
- Research Projects
- Course Activities

Answers what students learn as a direct result of an educational experience, to what degree students learn, and what students did not learn.

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Measurement Tools: Indirect

Program:
- **Focus Groups**
- **Interviews**
- **Department/Program Review Data**
- **Job Placement**
- **Employer/Alumni Surveys**
- **Student Surveys**
- **Graduate School Placement**
- **Retention and graduation statistics**

Course:
- **Course evaluations**
- **Number of student hours spent on service learning**
- **Number of student hours spent on homework**
- **Reflective Essays**
- **Journals**

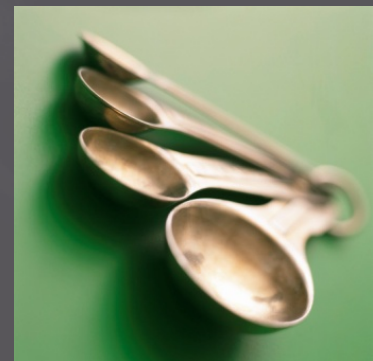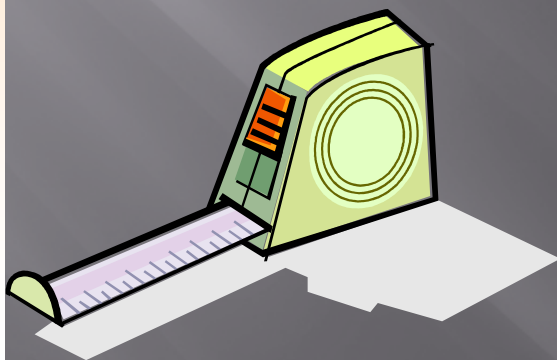**Focuses on the learning *process* and the learning *environment*.**

Multiple Measures

- Use a mix of direct and indirect measures to obtain the <u>what</u> and <u>why</u> students learn.

- Choose assessment methods that allow you to assess the <u>strengths</u> and <u>weaknesses</u> of the program.

Learning

Students learn most effectively when:

✓ they have opportunities to revise their work.

✓ they understand course and program outcomes.

✓ they (and you) reflect on what and how they have learned.

✓ assignments and assessments that are directly relevant to course goals are intertwined with learning activities and focus on the most important course and program outcomes.

✓ they understand the characteristics of excellent work.

✓ their learning styles are accommodated.

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Assessment Implementation

- Who coordinates the process?
- Who conducts the assessment?
- How does the assessment get conducted?

What gets reported in the learning assurance <u>plan</u>?

- ❑ **Mission statement**
- ❑ **Learning goals**
- ❑ **Learning outcomes**
- ❑ **Rubrics**
- ❑ **Curriculum map**
- ❑ **Measurement tools**
- ❑ **Measurement time frame [three year]**
- ❑ **Coordinator**

Learning Effectiveness Workshop

Program Student Learning Assurance Plan Requirements

Academic Cycle: [Add academic cycle years here]
Plan Date: [Add date here]
School/College: [Add name here]
Department/Program: [Add name here]
Person completing the Plan: [Add name here]

- **Department Mission Statement:**
  - Brief, concise statement of the department's purpose.
  - Briefly articulate how the program's purpose aligns with the mission and strategic vision of the University and College.
- **Program Student Learning Goals:**
  - Three to four brief statements of the overall core characteristics of a typical graduate will have upon completion of the program.
- **Program Student Learning Outcomes:**
  - Two to three brief statements of the core skills and/or knowledge that students will have upon completion of the program.
- **Program Student Learning Rubrics:**
  - For each Student Learning Outcome state the expected levels of learning.
- **Program Student Learning Curriculum Map:**
  - For each learning outcome identify where within the current program curriculum your departmental learning outcomes are addressed.
- **Program Student Learning Assurance Methods:**
  - For each learning assurance outcome indicate the 'direct' measure of student learning.

Program Student Learning Assurance Plan
Feedback Rubric
Reporting period: AY _____

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Report Contents:	Yes	No	N/A
Does the plan contain primary contact person and information?			
Does the plan clearly indicate the name of the program, the school/college and the years covered by the plan?			
Does the plan provide a concise mission statement for the program?			
Does the plan provide a brief statement of how the program mission aligns with the university mission?			
Does the plan list the program goals?			
Does the plan contain student learning outcomes for each goal?			
Does the plan provide a curriculum map (matrix)?			
Do the learning outcomes have accompanying rubrics that define different levels of student success on the learning outcomes?			
Does the plan contain a summary of the learning assurance method(s)?			

Program Student Learning Assurance Plan
Feedback Rubric
Reporting period: AY _____

Plan should address:	Fully Developed Stage 4	Developing Stage 3	Emerging Stage 2	Missing/ Incomplete Stage 1
Program Mission	Mission fully articulates who benefits from the program and what the student will accomplish as a major in the program	Mission outlines the basics of what the program is about but needs further development.	Mission does not articulate some basics of who and what the program is about.	No Mission has been written for this program or Mission is unclear.
Program Learning Goals	Program goals are defined, specific, and assessable and align with Mission	Program goals defined, could be assessable	Program goals defined but are vague, not assessable	No Program goals or goals not defined
Program Learning Outcomes	Outcomes are defined, specific, and assessable and align with program goals	Outcomes defined, could be assessable	Outcomes defined but are vague, not assessable	No learning outcomes or outcomes not defined
Learning Outcome Rubrics	Outcomes rubrics are clearly defined and specific as to what constitutes student success in achieving the learning outcome	Outcomes rubrics defined, could be assessable	Outcomes rubrics defined but have a vague connection to the outcomes	Outcomes rubrics not defined
Program Curriculum Map	Curriculum map is fully developed, it is clear which course fulfill which learning outcome.	Curriculum map completed but not in terms of which course fulfill which learning outcome.	Curriculum map is incomplete	No curriculum map
Outcome Assurance Measures	Multiple direct and indirect measures are linked to outcomes and levels of performance	Measures are either only indirect or direct or too basic. Not aligned with rubrics	Measures are vague and not linked to specific outcomes	No learning assurance measures defined

Learning Effectiveness Workshop

Student Learning Assurance Report
Feedback Rubric
Reporting period: AY _____

Report Contents:	Yes	No	See Comments
Does the report name a primary contact person and their information?			
Does the report clearly indicate the name of the program, the school/college to which it reports, and the AY year covered by the report?			
Does the report contain a summary of the learning assurance evaluation method(s) for each learning outcome assessed?			
Does the report contain a summary of the learning assurance results?			
Does the report identify the group(s) who participated in the discussion of the learning assurance results?			
Does the report provide specific recommendations for improving student learning based on the learning assurance results?			

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Student Learning Assurance Report
Feedback Rubric
Reporting period: AY _____

Report should address:	Fully Developed Stage 4	Developing Stage 3	Emerging Stage 2	Missing/ Incomplete Stage 1
Outcome Assurance Measures	Multiple direct and indirect measures are linked to specific outcomes and levels of performance	Unbalanced use of direct and indirect measures linked to outcomes and levels of performance	Measures are indirect, vague, and/or not linked to specific outcomes and levels of performance	No learning assurance measures defined
Program Findings	Findings are clearly explained and explicitly related to outcomes	Findings are explained and may be related to outcomes	Findings are unclear and/or unrelated to outcomes	No findings
Program Discussion	Extensive discussion and use of findings by faculty	Broad discussion and use of findings by faculty	Limited discussion and use of findings by faculty	No discussion or use of findings by faculty

**Student Learning Assurance Report
Substantive Feedback Questions**

Substantive Feedback on Student Learning Assurance Plan and Report Contents:

Program Mission Statement:
- Is the mission statement clearly written and appropriate for the program?
- Is the statement of alignment between program mission and college/university **mission clearly articulated?**

Program Goals:
- **Does the plan articulate several overarching goals for the program?**
- **Are those goals reflective of the program's mission?**

Learning Outcomes:
- **Are the learning outcomes specific, detailed, and, most importantly, stated in measurable terms?**
- **Do the learning outcomes clearly state what a student should know or be able to do?**
- **Do the learning outcomes clearly articulate the intended result or action?**
- **Are the learning outcomes reflective of the program's overarching goals?**

Student Learning Assurance Report
Substantive Feedback Questions

Curriculum Map

- Does the curriculum map clearly identify which courses in the Major offer coverage of each learning outcome?
- Does the curriculum map identify the level of coverage a course gives to each learning outcome, (e.g.., low to high)?
- Does the curriculum map identify electives and their corresponding contribution to the learning outcomes?

Learning Outcomes Rubrics

- Are there learning outcome rubrics identified for each learning outcome?
- Do the learning outcomes rubrics specifically specify an appropriate range of success for achieving each outcome?

Student Learning Assurance Methods:

- Do the learning assurance method(s) emphasize the use of a variety of measures (e.g., quantitative, qualitative, direct, indirect, etc.)?
- Does each learning outcome include at least one direct measure of student learning?
- Is the "who, what and when" clearly specified for each learning assurance method and will it measure what it is meant to measure? (That is, can you tell what data will be collected, from what sources, using what methods, by whom, in what approximate timeframe?)

Student Learning Assurance Report
Substantive Feedback Questions

Student Learning Assurance Findings:
- Does the summary indicate any modifications to the method(s) outlined in the Program Learning Assurance Plan?
- Does the summary provide specific details of the results of learning assurance?
- Does the summary identify the extent to which the outcome was achieved?

Proposed Changes or Improvements:
- Does the report specifically detail any changes or recommendations proposed in response to the learning assurance results?
- Does the report identify who will be responsible for implementing the proposed change(s)?
- Does the report provide a timeline for implementation of the proposed change(s)?

Learning Effectiveness Workshop

Let's Review: