

## College and Academic Program Course Coordinators:

### 1. Recommendations that should be taken into consideration (General Considerations)

#### A. When designing a Student Learning Assessment Plan.

- Choose the student learning outcomes (SLO) to be assessed.
- Write clearly stated learning objectives. Be sure to include learning objectives of the learning outcomes to be assessed in the course syllabus.
- Choose an educational activity and write an expected outcome.
- Design an assessment instrument (preferably a rubric) to assess an SLO.
  - Use a four-scale rubric.
  - Write the criteria needed to meet the expected outcome of the learning objective. (The expected outcome is stated by the course professor(s). The OEAE recommends an expected outcome of 70% or higher.) Do not choose expected outcomes that are impossible to achieve. Do not expect that all the students in the classroom will meet the expected outcome. **For example**, statements such as “**All** students will obtain a score of 70% or higher in **all** the criteria assessed” are very difficult to achieve, hence the goal cannot be met. Students can also meet the expected outcome if 70% of the criteria were achieved. If the criteria are achieved, the learning objective is met.
  - The use of the same rubric to assess a learning outcome in more than one course of the academic program is highly recommended.
- Assess student learning outcomes by criteria in order to identify learning areas that need to be improved and facilitate writing adequate transformative actions. The criteria that did not meet the expected outcome pinpoint to areas of weakness to be addressed, hence the proposed transformative action that should be implemented.
- Assess one learning outcome in more than one instance (two or more times in the semester) in order to assure that the expected outcome is met, thus providing students with the opportunities needed to achieve the learning goals in the course (formative assessment opportunities) and to corroborate assessment findings.
- Plan more than one measure (educational activity) to assess a learning outcome in order to triangulate assessment results.
- Mention at least three general education learning outcomes to be assessed in Part I of the Annual Plan in addition to content knowledge, skills and dispositions in Part II of the Plan.
- Be sure to include in your Plan those SLO that were not achieved in the previous year assessment cycle and are tied to the transformative action proposed to meet the expected goal for this outcome (to close the loop).

## **B. When preparing an Assessment of Student Learning Partial/Annual Report**

- A Partial Report is submitted to the OEAE with the assessment results obtained and rubrics, or other assessment instruments, used during the first semester of the academic year assessment cycle activities by the last week of January.
- An educational activity that was planned but that could not be measured, hence assessment results are not available, should not be included in the Partial or Annual Report.
- An Annual Report should include all the data pertaining to the full academic year. It should include the first semester assessment measures and the analysis of data gathered as well as those of the second semester and it needs to be submitted to the OEAE by the end of August, at the beginning of the next academic year.
- A brief summary of the assessment procedures, assessment instruments used, measures and data gathered, and analysis of results should be included in the Partial and Annual Report. In this summary, all other regarding program information such as license exam outcomes, number of students that will continue graduate studies, or that were accepted into graduate programs, student participation in special projects, conferences, forums, or in internships, etc., as well as qualitative measures should be included in this summary.
- Include in the Annual Report the proposed transforming actions to reinforce areas of weakness in the learning outcomes not met. Recommendations or an acknowledgement of these weaknesses are not transformative actions.
- Be sure to include in the Partial and Annual Reports assessment results of the implemented transformative actions that were proposed in the previous year assessment cycle.

## **2. OEAE recommendations to improve Assessment of Student Learning in all undergraduate and graduate academic programs.**

- ✓ Promote an increase in the participation of all stakeholders involved in the teaching and learning process in the different academic programs in order to strengthen their commitment to the processes of student learning assessment.
- ✓ Disseminate the assessment activities and results of the academic programs in faculty meetings, departmental meetings, conferences, Student Council activities, assessment forums, and webpages.
- ✓ Support the participation of faculty members in national and international assessment workshops and conferences.
- ✓ Demonstrate the existence of solid and responsible administrative support for the assessment of the student learning process.
- ✓ Support the curricular activities drawn from the transformative actions recommended to improve student learning.
- ✓ Provide or facilitate activities geared towards improving student learning.
- ✓ Increase the number of people (professors and students) that participate in the assessment of student learning processes in each academic program through the Deans' and Department Chairs' commitment.
- ✓ Demonstrate campus commitment with the assessment of student learning outcomes, resulting from years of assessment efforts, through the implementation of transforming actions proposed by the academic programs.
- ✓ Ensure that the Student Learning Assessment Plans include an increase in the number of courses assessed in each academic year in order to provide an expanded view of the Campus assessment process throughout the baccalaureate, master, and doctoral degrees, and therefore of the improvement of student learning.
- ✓ Use assessment results to improve teaching and learning, to plan a yearly budget if budget allocations are needed for curricular design and sequencing, and to improve opportunities to learn, among other things.
- ✓ Publish assessment findings in articles and participate in assessment forums and conferences to disseminate faculty efforts in order to enhance student learning.
- ✓ Assess the program assessment process in itself.