Assessment Clearinghouse Feedback Framework

In the spirit of continuous improvement, the Teaching, Learning and Assessment Committee has created the following feedback framework to help academic programs mature their assessment practices by identifying and suggesting areas for improvement.

1: Learning Outcomes

Development Stage	Description
Missing	Learning outcomes are not provided.
Beginning	Learning outcomes are provided yet not successfully developed. As examples, learning outcomes may be: • focused on competencies, experiences, or program requirements rather than outcomes. • course-level or lecture/module/unit-level rather than program level. • not measurable. • overly complex.
Progressing	Learning outcomes are provided and developed yet still progressing. As examples, learning outcomes may be: • knowledge based (e.g. only what they know rather than know and be able to do). • mostly (yet not fully) at the program level • mostly (yet not fully) measurable
Mature	Learning outcomes are provided, developed, and mature. Specifically, learning outcomes: • are focused on both knowledge and skills-based outcomes. • are all at the program level • are all measurable • cover knowledge and skills at varying levels (e.g. Bloom's levels)
Advanced	Learning outcomes are provided, developed, mature, and advanced. Specifically, learning outcomes: • are focused on both knowledge and skills-based outcomes. • are all at the program level • are all measurable • cover knowledge and skills at varying levels (e.g. Bloom's taxonomy) • through a process of review/evaluation, remain relevant to current practices in the academic discipline workplace, graduate study and societal needs.

Comments

Strengths	
Areas for Improvement	

2a: Assessment Plan (Process /Execution)

Development Stage	Description
Missing	Assessment plan/process is not provided.
Beginning	Assessment plans are provided yet not successfully developed. For example, the assessment plan/process may • be only episodic; no explicit plans for repeating are explained. • be implicit rather than explicit; goals are not explicitly provided. • not describe or have evidence of broad faculty involvement • not have a curriculum map • not have a timeline • have one assessment/measure throughout the program
Progressing	Assessment plans are provided and developed yet still progressing. As examples, the assessment plan/process may have some or most of the following: • have explicit, repeatable plans • have explicit measurable goals • describe some faculty involvement that may or may not be consistent • have a basic curriculum map • have a basic timeline • have more than one assessment/measure throughout the program
Mature	Assessment plan/process is provided, developed, and mature. Specifically, the assessment plan process: • has explicit, repeatable plans with explicit, measurable goals. • has a curriculum map and timeline. • has consistent annual faculty involvement with the majority of the faculty • demonstrates periodic evaluation and improvement to the assessment process • includes assessments/measures at more than one level in the program (e.g. foundation, capstone, etc.). • includes assessment/measures across all modes of delivery
Advanced	Assessment plan/process is provided, developed, mature, and advanced. Specifically, the assessment plan / process: • has explicit, repeatable plans with explicit, measurable goals that vary across the program. • has a robust, multi-faceted curriculum map across the entire program. • has staggered timeline for collecting, disseminating, and using evidence of student learning. • is planned, managed, and implemented by majority faculty where as appropriate • demonstrates systematic, planned evaluation and improvement of the assessment process. • includes assessments/measures at multiple levels throughout the program (e.g. foundation, capstone, etc.). • includes assessment/measures across all modes of delivery

Comments

Strengths	
Areas for Improvement	

2b: Assessment Plan (Measures)

Development Stage	
Missing	Measures are not described/included in the assessment plan.
Beginning	Measures within the assessment plan are provided yet not successfully developed. For example, measures within the assessment plan may: • include only indirect measures (e.g. student evaluations, aggregated course grades, and/or student surveys) • include measures that are not mapped to learning outcomes • not be developed with internal targets (e.g. expectations of performance).
Progressing	Measures within the assessment plan are provided and developed yet still progressing. As examples, measures within the assessment plan may: • include at least one direct measure at one point (typically the end) of the program. • include at least one direct measure mapped to learning outcomes • include at least one direct measure at more than two levels (e.g. exceeds/meets/does not meet) • include some internal targets (e.g., expectations of performance).
Mature	Measures within the assessment plan are provided, developed, and mature. Specifically, measures within the assessment plan: • include multiple direct measures • include multiple direct measures at different points of the program. (e.g. foundation, capstone, etc.) • has direct measures mapped to every learning outcome • has created internal targets for each learning outcome measure
Advanced	Measures within the assessment plan are provided, developed, mature, and advanced. Specifically, the measures within the assessment plan: • include multiple direct and indirect measures • include multiple direct and indirect measures at different points of the program. • has direct measures mapped to every learning outcome. • has nuanced internal targets that vary across the program for each learning outcome. • are periodically and systematically evaluated for relevancy and accuracy.

Comments

Strengths	
Areas for Improvement	

4: Evidence of Student Learning

Development Stage	Description
Missing	Evidence/Data is not generated and /or collected.
Beginning	Evidence is provided yet not successfully developed. As examples, evidence may suggest: • data are collected but trend data is not provided • data are not aggregated or analyzed for use • data does not provide comparisons to internal targets or external benchmarks
Progressing	Evidence is provided and developed yet still progressing. As examples, evidence may: • include data analyzed/aggregated for use • include data presented for most (but not all) of the learning outcomes • include trend data for some (but not all) learning outcomes • provide comparisons to at least some internal targets
Mature	Evidence is provided, developed, and mature. Specifically, evidence: • includes trend data for each learning outcome • provides comparisons to internal targets each learning outcome. • provides external benchmarking for some (but not all) learning outcomes • evidence represents consistency across all modalities and locations
Advanced	Evidence is provided, developed, mature, and advanced. Specifically, evidence: • includes trend data for each learning outcome • provides comparisons to internal targets each learning outcome. • provides external benchmarking for all learning outcomes • evidence represents consistency across all modalities and locations

Comments

Strengths	
Areas for Improvement	

5: Use of Evidence of Student Learning

Development Stage	Description sharing; faculty involvement; curriculum/program improvement, development of learning outcomes;
Missing	Use of evidence is missing
Beginning	Use of evidence is provided yet not successfully developed. As examples, results may: • not be shared with faculty within the program (e.g. only faculty directly involved in the courses). • be used yet not distributed effectively to inform decision making.
Progressing	Use of evidence is provided and developed yet still progressing. As examples, results may be: • shared with some but not all faculty (e.g. assessment committee). • shared to foster some simple improvement initiatives across the program.
Mature	Use of evidence is provided, developed, and mature. Specifically, results: • are shared with all faculty associated the program across campuses. • elicit demonstrated course-level improvements. (e.g., adding / modifying content module, lectures, or assignments)
Advanced	Use of evidence is provided, developed, mature, and advanced. Specifically, results: • are shared with all faculty associated with the program across campuses. • are shared with stakeholders outside the program (e.g general education; student affairs) • elicit demonstrated course-level improvements (e.g., adding / modifying content module, lectures, or assignments) • elicit demonstrated program-level improvements. (e.g. adding / modifying course sequencing, program requirements, or curricular or co-curricular learning experiences)

Comments

Strengths	
Areas for Improvement	