Shawnee State University

PROCEDURE TITLE:	ASSESSMENT OF STUDENT LEARNING OUTCOMES
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RELATED POLICY:	3.21REV
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RESPONSIBLE ADMINISTRATOR(S):	PROVOST
EFFECTIVE DATE:	03/11/2016
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APPROVED BY:	PRESIDENT

1.0   INTRODUCTION

1.1   Assessment of Student Learning Outcomes at Shawnee State University (SSU) is a natural extension of the institution's commitment to excellence in teaching and learning. It is a process of critical examination with the aim of program improvement. SSU engages in on-going, integrated, and institution-wide research–based planning and evaluation processes that incorporate a systematic review of programs that (a) results in continuous improvement and (b) demonstrates that the institution is effectively accomplishing its mission.

1.2   Student Learning Outcomes are the knowledge and skills expected of the program completers. These are not general but are specific, measurable, attainable, relevant and time-based. Student learning outcomes are written in statements that describe significant and measurable change occurring in students as a direct result of their interaction with the institution and its programs. Assessment is a process with dual purposes: accountability and continuous improvement (Suskie, 2009).

1.3   To support the assessment of student learning outcomes, each academic program will follow their assessment plan. An assessment plan is defined as "intentionally developed sequence of activities that ensures coherence from program planning through implementation and assessment of outcomes" (Barham & Dean, 2013, p. 7).

2.0   GOALS OF ASSESSMENT OF STUDENT LEARNING OUTCOMES (SLO)

2.1   Provide supportive evidence of student learning so the institution can speak with authority about the value of an SSU education.

2.2   Support the efforts of the faculty and staff to identify those activities that have the greatest potential for success in fostering student learning.

2.3   Develop a process for encouraging and maintaining a culture of data-based decision making.

2.4   Establish an on-going system to demonstrate institutional effectiveness of the type required by internal and external programmatic constituents.

3.0   OVERVIEW OF PROGRAM-LEVEL STUDENT LEARNING OUTCOMES PROCESS

3.1   Every degree (includes majors and concentrations) or certificate-granting academic program, and other non-degree programs such as Honors, General Education and Developmental Education programs will develop an assessment plan with assessment methods with benchmarks, metrics and a monitoring schedule for all program-level student learning outcomes.

3.1.1   Program-level Student Learning Outcomes (SLO) shall be determined for all academic programs.

3.1.1.1   Department/program faculty identify and develop a description of the SLO to be assessed.

3.1.1.1.1   SLOs specify what students should know, do, and/or value upon successful program completion.

3.1.1.1.2   SLOs are meaningful and feasible to assess.

3.1.1.1.3   SLOs use verbs that express an action and the grammatical subject is *students.*

3.1.1.1.4   SLOs are published and available to students and faculty on Provost and department webpages.

3.1.1.2   Multiple assessment measures, including direct and indirect assessment measures for the SLOs, are required in the assessment plan for each academic program.

3.1.1.2.1   Direct measures include performance assessments that require students to demonstrate their competence in one or more skills. Examples of direct measures are examinations, projects, oral presentations, demonstrations, case studies, portfolios, juried activities with outside evaluations of a students work (internships, etc.). Direct measures that are benchmarked for comparison with peer institutions are especially encouraged.

3.1.1.2.2   Indirect measures are students' reflections on what they have learned and experienced. Examples of indirect measures include surveys, focus groups and

may include entering and current students or alumni.

3.1.1.3   Programs may seek out peer reviewers prior to implementation of SLOs.

3.1.2   Each SLO is addressed in one or more of the required courses/activities for an academic program.

3.1.2.1   Students have sufficient learning opportunities so they can meet exit-level standards of performance.

3.1.2.2   SSU's assessment practices are supported by the University and are *within all courses* regardless of campus, location, mode of instruction.

3.1.3   Assessment of SLOs by programs

3.1.3.1   Assessment - is linked to the program's mission (which is linked to the university's mission).

3.1.3.1.1   Assessment instrument is a valid measure of SLO being evaluated.

3.1.3.1.2   Evidence collected is reliably and fairly evaluated.

3.1.3.1.3   Multiple types of evidence are collected over time.

3.1.3.1.4   Assessment will occur at various stages in the student's progression through their selected program.

3.1.3.1.5   Assessment is to be used for review of the SLOs of a program as a whole, not individual courses or faculty.

3.1.3.2   Student performance on professional credentialing or standardized examinations, when available, should be used as a measure of student achievement.

3.1.4   Results and Use of Results

3.1.4.1   Assessment results will be reviewed annually by the responsible program and reported based on the schedule established for the Program Review Procedure.

3.1.4.2   Campus-wide assessment: The Provost office will provide results of national standardized assessments to the campus.

3.1.4.3   Results are summarized in a clear, concise manner.

3.1.4.4   Criteria for success with identified standards of performance are available, e.g., samples of unacceptable, acceptable, and exemplary student work for review.

3.1.4.5   Data collected from the assessments are to be aggregated and trended over time to provide a graphic representation of programs outcome achievements.

3.1.4.6   Programs will identify actions plans for continuous improvement with follow-up implementation items and timelines are based on assessment findings.

3.1.4.7   Assessment reports with a brief summary of strengths and weaknesses and opportunities for improvement are to be sent to the Dean of the appropriate College for degree, non-degree or certificate-granting programs.

3.1.4.8   A copy of the assessment report is to be maintained in the Program Director/Department Chair office and a copy of the report sent to the Provost office for review and record keeping (accreditation).

4.0   REVISION OF PROCEDURES

The President and his/her designee will ensure revision of the procedures necessary to effectively implement the assessment policy. These procedures will be revised based upon the recommendations of the University Faculty Senate.

5.0   REVIEW SCHEDULE

5.1   SSU's assessment practices are supported by the University and are *within all courses* regardless of campus, location, mode of offer or learning mode.

5.2   The assessment report timeline will follow the Program Review timeline.

History
Effective: 03/11/16