Basic Requirements for Annual Assessment of Student Learning

Student Learning Outcomes
- Each program should define one set of student learning outcomes (SLOs). This set of SLOs does not change from one year to the next, unless the program faculty decides to revise the SLOs. (Note: the SLOs listed on the program's course alignment matrix must match the SLOs that are included on the annual assessment plans. If a program's SLOs are revised, the course alignment matrix should be revised also.)
- The complete list of SLOs for a program should describe the key skills, knowledge, and values students are expected to obtain in the program.
- Every SLO does not need to be assessed every year, but all of a program's learning outcomes must be assessed over a 3-year period. Student learning must be assessed every academic year.

Multiple Measures
- Each year that you measure a student learning outcome, you should conduct multiple formative assessments and multiple summative assessments of the learning outcome.
- At least one formative assessment and at least one summative assessment must be a direct measure of student learning (i.e., must directly measure students' knowledge and skills).
- Measures must be aligned with the learning outcomes. Each test/instrument should measure the knowledge and skills that comprise the learning outcome, but each test/instrument does not need to measure all aspects of a learning outcome. Only the parts of a test/assignment that are related to an outcome should be used to measure the outcome.
- Choose measures that will provide useful information about student learning and that will be conducted in the year you plan to

Formative and Summative Assessments
- Formative assessments should be conducted at points in the curriculum where students develop knowledge and skills related to the learning outcomes—that is, courses marked as Developmental on the course alignment matrix. (For undergraduate programs, these will usually be 200- and 300-level courses.)
- Summative assessments should be conducted at points in the curriculum where students are expected to show mastery (M) of the learning outcomes. (For undergraduate programs, these will usually be 400- or 500-level courses, though students might master some aspects of outcomes in 300-level courses.)

Criteria for Success (aka Achievement Targets)
- Set clear criteria for success for each assessment. The criteria that indicate overall program success should be stated, not the criteria that indicate individual student success. (E.g., 80% of students will earn a rating of 3 or better on the evaluation rubric. vs. A rating of 3 on the rubric is considered satisfactory.)

Reporting Results
- Report and explain results of student learning outcomes assessments conducted during the academic year.
- Results should align with the criteria for success. That is, results should be reported in a format that is comparable to the criteria for success.
- Identify and explain specific strengths and/or weaknesses revealed by the results.

Using Results for Program Improvement
- Describe specific changes that have been made or specific changes that will be implemented during the year (include target dates) in order to improve the program and/or to improve assessment practices.
- Programs are expected to make improvements, even if achievement targets are met.
- Examples of program changes to improve student learning and/or the faculty's ability to effectively assess student learning include, among other things:
  o adjusting course content or structure (not restricted to the courses in which assessments were conducted)
  o providing new resources to students
  o changing the curriculum
  o revising outcomes, assessment instruments, or achievement targets
  o applying a strategy that worked in one area/course to another area/course
  o looking at aspects of the outcome in future academic years that you haven’t yet examined.

Office of Institutional Effectiveness Library Guide site: http://libguides.murraystate.edu/assessment