Help Guide
2014-2015 Assessment Report
Academic Programs

Describe Degree Program Mission

A mission statement should:
- include general values and principles which guide the curriculum of the program
- articulate the highest aims, intention and activity of the program
- be in agreement with the mission statements of the unit, college and university

Suggested structure:
- “The mission of (your program) is to (purpose) by providing (primary function or activity of the program) to (your stakeholders).” Additional statements providing supporting information may be included.

Example:
- The mission of the College of Arts and Sciences Bachelor of Science in Biotechnology Program is to prepare students for rewarding careers in Biotechnology, and supply the pipeline of skilled workers to fuel the economic development of Ohio. The Program provides a strong academic foundation in the biological sciences and chemistry, as well as providing rigorous training in the specific application of these principles and hands-on experience that is vital for the successful transition from University to the workforce or to further postgraduate education.

Determine Student Learning Outcomes

Student Learning Outcomes (SLOs) should:
- include active-verb description of specific point or task that students will accomplish or reach
- be specific and measurable
- be part of a degree program assessment plan that includes no less than three (3) specific statements of student learning
- relate to college and university level learning outcomes

Suggested structure:
- “Graduates of this program will be able to (specific skill or competency).”

Example:
- Graduates of the Bachelor of Business Administration in Accounting will be able to read, understand, analyze and prepare financial statements and disclosures.
Graduates of the Bachelor of Fine Arts degree in Theatre Studies Design & Technology will demonstrate the ability to conceptualize and realize a design aesthetic consistent with the overall artistic concepts of a production.

Determine Methods of Assessment and Achievement Targets

A method of assessment (measure):
- is the method used to gauge achievement of expected results
- describes how students are evaluated
- may be direct or indirect:
  - Direct Measures are methods such as scores and pass rates on exams, papers, presentations, performances, a grade on a set or subset of test questions designed to assess student knowledge of a topic, or scores and pass rates on standardized tests.
  - Indirect Measures include methods such as an alumni survey, a satisfaction survey, an exit interview, student participation rates or focus group results.

Assessment of an academic program’s student learning should include a mix of direct and indirect measures:
- examples of rubrics used to determine scores/grades on a paper, project, performance, etc. should be included as an artifact of the assessment plan
- other supporting documentation may include examples of test questions, survey questions, or a description of the methodology of a standardized test

An achievement target:
- is a minimum performance standard
- includes the desired minimum percentage of students who should achieve that standard
- asks “what level of achievement is acceptable as evidence of student success?”
- An example of an achievement target would be “100% of students will achieve a grade of ’B’ or better on the final project in [course name/number].” Another example would be “85% of students who take the [discipline specific standardized test] will achieve a score that is equal to or greater than the national average score on the [discipline specific standardized test].”

Summary of Assessment Results (Findings)

Findings may include:
- Qualitative or quantitative data in a narrative summary or table
- A well-developed description of conclusions based on the data examined
- Reference to the specific measure and achievement target involved
Action Plan Summary

An Action Plan Summary should:

- Clearly describe how the assessment results will be translated into next steps and action taken to effect change
- Succinctly outline the desired change and how it may be measured in the future
- Be geared toward the desired outcome of improving student learning or the program curriculum