

NEASC INVENTORY: Assessment of Student Learning

Page 1 of 4

DEGREE PROGRAM: _____

TRACK/OPTION (only if you have separate and distinct options or tracks that undergo separate program reviews): _____

COMPLETED BY: _____ DATE: _____
Name Title

Date of Last Formal Program Review: _____

Program Review Standards and Procedures Followed (check one):

AQAD

External Accrediting Body - please identify:

Other - please describe or give reference:

No Formal Review Standards or Procedures

Did this Program review entail a specific focus on any actual assessment of student learning? If yes, please briefly describe how this was done:

NEASC has identified five dimensions that it views as essential to effective assessment of student learning. For each of the five listed below, read its description and then look over the benchmarks that describe, in ascending order of sophistication, where your program might be with respect to that dimension, and then check the one level that best describes your program's current approach to assessment. Enter any comments as needed to clarify your response.

I. Statement of Program Objectives: As opposed to a mission statement or a listing of goals, NEASC hopes to see programs identify very specific objectives that describe the desired learning outcomes for students who complete the program. Such outcomes might be defined in terms of what students know and can do at the time they graduate, and/or what they will be able to do in the future vis-à-vis their career, graduate study, etc. A "mission statement" is usually a narrative; "goals" tend to be phrased in general and abstract terms; whereas "objectives" are very specific, behavioral, and stated in terms that lend themselves to careful measurement.

- 1. None
- 2. Mission statement
- 3. General goals
- 4. Some student learning objectives, but not clearly defined
- 5. Specific measurable student learning outcomes defined across multiple competencies

Comment:

II. Publication of Program Objectives: NEASC believes that program objectives are most valuable when they are made highly visible and are regularly updated as needed. In addition, since achievement of program objectives depends largely on what takes place within individual courses, individual course syllabi should identify the objective(s) that the course is focused on and identify how course evaluations (quizzes, papers, etc.) are linked to the objective(s).

- 1. Not readily available
- 2. On file and available, but only on request
- 3. Occasionally reproduced haphazardly in catalogs and websites, but not usually incorporated into individual course syllabi
- 4. Often reproduced but not regularly updated in catalogs, department websites, etc., and incorporated into many course syllabi but not explicitly tied to course evaluations
- 5. Reproduced and regularly updated in catalogs, department websites, etc., and incorporated into most course syllabi and explicitly tied to course evaluations

Comment:

III. Evidence Used to Assess Outcomes: To determine whether learning outcomes are achieved, NEASC expects programs to gather evidence, and that such evidence should be objective and involve more than GPAs and graduation rates. Successful completion of capstone requirements (e.g., thesis, comprehensive exam), portfolio assessments, success on licensure exams, career success, and so on represent possible measures. Moreover, the assessment of student learning is treated as something different from student or faculty satisfaction.

- 1. None
- 2. Anecdotal, subjective, impressionistic data only, collected haphazardly and unsystematically
- 3. Formalized data collection occurring at regular intervals, but not explicitly tied to learning outcomes (e.g., satisfaction surveys)
- 4. Formalized data collection at regular intervals but limited to institutional outcome data (e.g., GPAs, retention and graduation rates)
- 5. Formalized data collection at regular intervals covering wide range of data, tied directly to learning outcomes, collected from students at all levels, including alumni

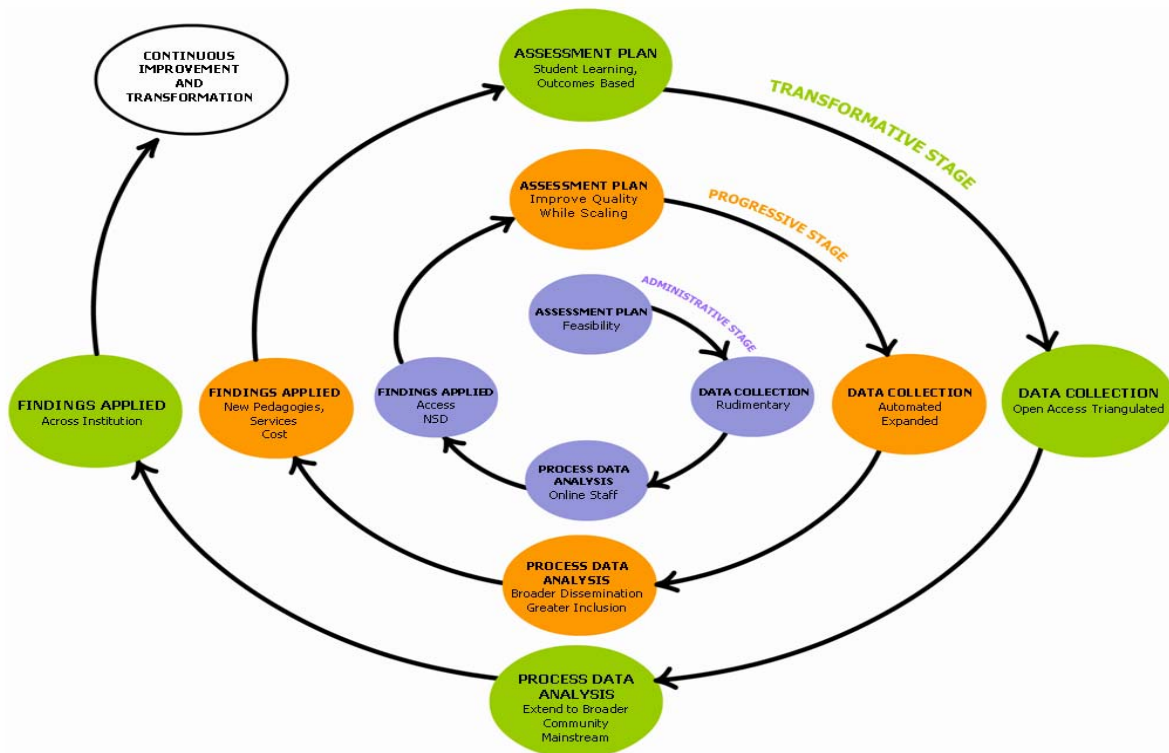
Comment:

IV. Process: NEASC is concerned with who interprets the evidence and how, which for us relates to the issue of faculty involvement, with the goal of having as many faculty as possible as actively involved as possible in an open process, and that the process incorporates some form of outside review (administrative, peers from other institutions, accrediting body, prospective employers, etc.)

- 1. No faculty involvement
- 2. Process closed to only a few faculty
- 3. Process open to all faculty, but only limited involvement
- 4. Process open to all faculty, who are actively engaged
- 5. Process open to all faculty, who are actively engaged, and to others from outside the program

Comment:

V. Transformative Assessment Model: NEASC specifically asks how findings are used and whether they lead to specific changes. In its fullest development, as described by Moloney and Tello (2003), the assessment of student learning is “transformative”: data are collected and interpreted, findings are applied to strategic planning designed to achieve improvement, actions are implemented and subsequently evaluated to determine effectiveness, and the cycle repeats.



- ___1. Not followed
 - ___2. Occasional reviews of data, but with minimal connection to planned changes
 - ___3. Annual review of available data and discussion of possible changes
 - ___4. Annual review of available data, discussion and implementation of quality-improvement strategies
 - ___5. Annual review of available data, discussion and implementation of quality-improvement strategies, and subsequent follow-ups to assess impacts and refine strategies
- Comment:

Thank you for your help.