

Departments are required to have a plan for ongoing, systematic review of the intended learning goals/outcomes for all majors in their area. This plan is documented in the Plan for Student Learning Assessment (PSLA). The PSLA should include the following elements:

Department/Program Mission Statement

Intended Student Learning Goals and/or Outcomes

Curriculum/Outcome Map (previously called the course map)

Suggested Coding: I = Introduced, R/D = reinforced or developed, M = mastery or proficient

Outcome Reporting Schedule

Each outcome should be reviewed/reported at least once during the plan cycle

Assessment Strategies/Methods

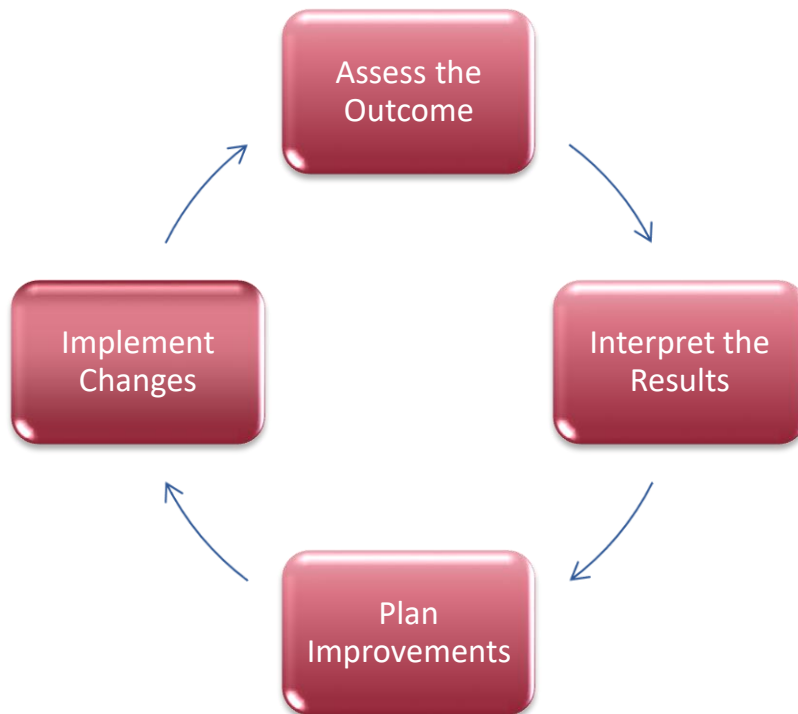
Describe the tasks/assignments students will complete in order to demonstrate achievement of a goal/outcome. The scoring tool should provide evaluative (the extent to which students achieve the outcome) and diagnostic (identify areas of strength and opportunities for improvement).

Note: Some departments elect to give instructors of record the ability to craft the assignment(s) used for assessment of student learning. If you select this option, include a brief description that explains why this is the best choice for the major and describe the process used to review these assignments/scoring tools.

SEEKING ASSESSMENT SUPPORT?

Kim Fath is available for consultations. She can be reached at kfath@elon.edu or extension 5420.

THE CYCLE OF ASSESSMENT



ASSESSMENT IS...

“the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” – Palomba & Banta (1999)

WE WANT ASSESSMENT TO BE

Meaningful, measurable, manageable – Bresciani, Gardner, Hickmott (2009)

SELECTED RESOURCES

- Assessment Commons website: www.assessmentcommons.org

- National Institute for Learning Outcomes Assessment (NILOA): www.learningoutcomesassessment.org
- American Association of Colleges and Universities (AACU): www.aacu.org
- Disciplinary/Professional Associations
- Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco, CA: Jossey-Bass.
- Banta, T. W., & Palomba, C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (Second Edition ed.). San Francisco, CA: Jossey-Bass.
- Walvoord, B. E. F., & Anderson, V. J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.

THE A-WORD¹

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs (Student outcomes: educational programs)

– SACS-COC Principles (adopted 2017)

¹ accreditation