Berea's Revised Outcomes-Based Assessment Process

Standing Requirements Expected of All Academic Programs

- ***Student Learning Outcomes***

  Each academic program is responsible for providing a set of between six to ten clear and measureable student learning outcomes (SLOs) that describe the specific skills, knowledge, and attitudes demonstrated by students who complete the curriculum offered by that program. In cases where multiple majors are offered within the same academic program, a separate set of learning outcomes should be offered for each major. Programs are also expected to publish their SLOs in the College Catalog and are strongly encouraged to also publish them on their Program's web page.

- ***Curriculum Map***

  Each Program is responsible for completing and maintaining a curriculum map that demonstrates the connections between a Program's curriculum and SLOs. Each SLO should be reflected in at least one regularly offered course, though each SLO should ideally be addressed in more than one course.

- ***Three-Year Assessment Plan***

  At the beginning of each three-year outcomes-based assessment cycle, programs are expected to complete a three-year assessment plan that identifies the following details for each SLO:
  1. the year(s) in which the SLO will be assessed;
  2. the source(s) from which evidence will be gathered for the SLO;
  3. the method for how each piece of evidence will be evaluated for that SLO;
  4. who is responsible for overseeing each part of the assessment for that SLO; and
  5. any additional resources that will be needed to carry out the assessment for that SLO.

  Changes to a Program's Three-Year Plan are always possible, but it is the Program's responsibility to make sure the plan is kept up to date, that rationales/explanations for any changes are fully documented, and that all SLOs are still assessed at least once during the Three-year assessment cycle.

Annual Assessment Summary Reports Will Include 2 Parts:

Part 1. Assessment Plan

For each selected Student Learning Outcome slated to be assessed in a given year, a Program must lay out a detailed plan for how it intends to assess those SLOs. The plan should reflect what was stated in the Three-Year Assessment Plan, but with greater elaboration and details. For example, while the three-year plan may have identified the type of evidence only as a "capstone assignment," the assessment plan in the Annual Summary Report might elaborate on this by describing it more fully as "a randomly selected and representative set of 10- to 15-page

senior capstone research papers requiring original research and integration of at least two current controversial topics in (discipline)." The point is to provide a complete and accurate understanding of the nature and appropriateness of this assignment/evidence to the SLO being assessed.

The plan also includes, for each SLO, a pre-determined target/benchmark that describes the minimum level at which the Program wants to see its students achieving the SLO in question. While targets/benchmarks should reflect a minimum ideal standard, it is up to each Program to determine what the actual target/benchmark is for each of its SLOs.

Lastly, the plan should give a complete description of how the assessment of each SLO will be (or was) carried out. This description should include how the evidence was analyzed/assessed (e.g., a common rubric was calibrated and used by three faculty to independently evaluate student work). Remember to always include (uploaded as attachments and/or links) any supporting materials (e.g., rubrics, assignments, etc.) that are being used for the assessment of each SLO.

Programs should plan to have Part 1 of the Annual Summary Report completed and submitted by the end of Fall term, but not later than January 15th of each academic year.

Part 2. Findings/Results & Actions Taken

For this part of the Annual Summary Report, Programs are asked to report on the results of their assessments described in the assessment plan (Part 1). Information in Part 2 includes a full description of the results of your Program's assessment, including any supporting data/tables/graphs/illustrations/etc. If supporting material is uploaded as separate documents, programs should make sure that they are properly referenced in the narratives of the Summary Report. Part 2 of the Summary Report also asks programs to describe how they used (or intend to use) the results of each assessment in ways that enhance or increase student learning of each respective outcome. Finally, if programs intend to make any changes in response to their results, they should describe how and when those changes will be reassessed to determine the impact those changes may or may not have had.

The completed Annual Summary Report is submitted by Programs at the end of every academic year (no later than May 31st)

Fourth-Year Reflection

After programs have a completed a three-year assessment cycle and all learning outcomes have been assessed at least once, they will spend the next year engaged in a year-long reflection of this work in relation to other programmatic issues (e.g., curriculum, staffing, resources, etc.). In addition to the knowledge gained from the previous three years' worth of assessment activities, programs are encouraged to make use of institutional data compiled by our Office of Institutional Research and Assessment, discussions among program faculty, external reviewers, and so forth.