

Goals and Objectives: broad statements which indicate the intended results or consequences of learning activities. These are then linked to student learning outcomes.

Student Learning Outcomes (SLOs): specific, observable, measurable statements of what you expect students to know and do after completing a program of study. These are the achieved results or consequences of learning activities. Outcomes are the evidence that the goals or objectives were met.

SLOs will be scaffolded for courses at various levels in each program. (see curriculum maps)

Some program accreditation bodies refer to SLOs as “Standards” or “Competencies.”

- Direct measures: students directly demonstrate their performance which is measured using rubrics, etc.
- Indirect measures: feedback about learning such as surveys, interviews, grades, graduation rates, etc.

Proficiency is the defined level of performance for a particular SLO. The percent of assessed students who meet or exceed expected proficiency is our reporting metric for the university Strategic Plan.

SLOs are appropriate at several levels

Institutional SLOs apply to all students (e.g. Gen Ed)

College or School SLOs may be applicable.

Program SLOs are defined for each major and minor plus some certificates.

Course SLOs: Evidence collected to verify that students are meeting the intended course objectives.

Co-curricular SLOs are defined in some areas and being expanded

Syllabus Template

Syllabi state the learning expectations and SLOs to inform students, our university, institutions where our students transfer, CCHE, program accreditors, and HLC.

Delivery method: location of face-to-face or hybrid, online, correspondence. The expected student time commitment to meet the credit hour definition is to be clearly stated, including “arranged” courses. Suggested language provided on Provost website.

Program Assessment plans describe the goals and/or objectives, list the program SLOs, and include the plan and the instruments for assessment of the SLOs, including the following:

Curriculum map delineates how each course in the program curriculum contributes to learning and assessment of the program SLOs. Each course may fit at the beginning (introductory), intermediate (developing) or advanced (mastery) level depending on the scaffolding of the program’s curriculum.

Assessment plan summary concisely presents the specific program SLOs, measures used to assess those outcomes, expected levels of student proficiency, and timeline for assessment.

Annual Assessment Reports are submitted by June 1 each year to document the assessment activities and results for each program. These are faculty-reviewed to provide constructive feedback for improvement. Starting in 2018, each annual report will be required to identify at least one data-informed change in curriculum designed to improve achievement of student learning outcomes. This is the demonstration of “closing the loop” on assessment.

CSU-Pueblo Catalog copy: ASSESSMENT OF STUDENT LEARNING

Colorado State University-Pueblo is committed to providing quality education and to assuring students gain the knowledge and skills necessary to be successful after they graduate. Assessment of student learning in general education, undergraduate majors and minors, certificates, and graduate programs is central to our on-going improvement efforts.

Students will periodically participate in assessment by submitting examples of their course work, participating in focus groups, completing questionnaires, and sitting for standardized exams. Faculty and staff use assessment results to determine the extent to which students demonstrate competency in their field of study, and to improve courses and curricula, teaching practices, and other activities.

The assessment process for all academic programs contains the following common elements:

- 1) Student learning outcomes for undergraduate major and stand-alone minor programs, certificates, and graduate programs are set by faculty and communicated widely;*
- 2) Student learning outcomes are evaluated by faculty using generally accepted discipline specific standards for best practices in assessment;*
- 3) Faculty and others use assessment information to improve programs as appropriate; and*
- 4) Information about assessment is reported to stakeholders, including the Board of Governors of the Colorado State University System, the Colorado Commission on Higher Education, professional accreditors, and the Higher Learning Commission.*

In recognition of the evolutionary nature of accountability and assessment processes, the University acknowledges that they may change at any time. The University will make reasonable efforts to inform students and other stakeholders of modifications.

The University and its departments may also conduct satisfaction and other types of surveys before and after students graduate. Students and alumni are strongly encouraged to respond to these surveys so that the information may be used to improve our campus.