

Instructions:

In order to facilitate the reflective aspect of teaching and learning and to facilitate ongoing academic assessment at the college, all Pitzer field groups are asked to submit a report of direct assessment for at least one student learning outcome for each academic major offered within the field group (not including combined or special majors). If you have more than eight student learning outcomes, you might want to consider assessing more than one so that all student learning outcomes are assessed prior to your next program review, but it is not a requirement. Complete this template to the best of your FG's abilities by **Tuesday, June 30, 2015**. There is no right or wrong answer and you do not have to follow this template exactly so long as you address each section of the template. The highlighted portions are my suggestions to help guide the completion of the report.

The Office of Academic Assessment will provide faculty support (e.g., assistance with data collection or analysis, rubric development, sample reports) to perform direct assessment of student work, and will also provide a limited amount of funding for field groups to conduct assessment meetings. For more information about faculty support or available funding, please contact Omar Safie at omar_safie@pitzer.edu.

STUDENT LEARNING OUTCOME ASSESSMENT REPORT Template 2014-2015

Field Group:

Major:

List the names of those involved in the completion of this report:

1. Reflection on any changes from last year's assessment.

- Here is where you get to share to what degree you implemented any of the recommendations from last year's annual assessment report (or program review if you just jumped back into writing annual assessment reports). You should also share how those changes have impacted student learning or faculty teaching or both. This is not meant to be a full blown assessment, but a qualitative reflection, and it should not be long. Only a paragraph or so.

2. Please list student learning outcomes for the major and which SLO(s) you will assess this year. (Here is where you will add what SLO you are going to assess. **Example – SLO 1: Research: Students will be able to conduct original research that engages ongoing debates in the discipline and applies appropriate research design methods.**)

2a. For each student learning outcome(s) being assessed this year, please indicate form of direct assessment completed, e.g., assignment or thesis rubric, embedded test questions, oral or written exam.

- What specifically will you be looking at to see how students did this year on the SLO you want to assess? (Thesis, paper, exam, a question or two on a specific exam, project, anything you want) Attach the assignment if it is a test in the appendix, or write in this section the assignment directions.

2b. Please include copies of relevant rubrics, assignments, or tests. Under FERPA regulations, student names do not need to be redacted, since assessment falls under "legitimate educational interest." However, field groups may choose to redact student names to preserve confidentiality.

- Attach in an appendix what rubrics, or criteria you used to determine how the students did in relation to the SLO(s) being assessed.
- Attach in an appendix samples of student work.

2c. Please indicate student learning outcome(s) not assessed this academic year.

- Just list which SLO(s) you didn't assess this year and why (the reasoning could be as simple as wanting to take a more systematic approach until the assessment process becomes cemented in FG activities).

2d. Please indicate which individuals were responsible for completing each aspect of the assessment.

- **Who was involved in the completion of the assessment?** This may include the faculty who graded assignments in their individual courses or those involved in the completion of this assessment if separate from a course or assignment. In addition, who was responsible for the completion for this assessment report?

2. Description of analysis of student learning outcome assessment.

- **How was each SLO assessed? Here you would describe the process.** In this case, you would say that the faculty agreed to use a specific assignment, thesis, paper, exam, course, etc., and then, faculty as a group or an individual faculty member examined students' scores/grades using a rubric and grading guideline. These scores were then compiled and analyzed in field group meetings to determine next steps. You are basically describing how you looked at the SLO and what was the result of the outcome. This may or may not change from year to year.

3. Description of results (quantitative or qualitative).

- **Describe what the results were. It will be based on how you decide to look at the SLO.**
 - o **For quantitative results, you would place a table of the scores, if that is what you have as the results, and describe them.** For example, 5 out of 10 students earned grades of "A," or 5 out of 10 students scored "Developed (3)" on the rubric. Just give a brief description of what you found after looking at the SLO data you collected. Consider using charts and figures.
 - o **This may also just be descriptive /qualitative and may not have numbers at all. In this case, use considerable detail and support statements of results with quotes/direct evidence of results obtained.**

4. Discussion of results.

- **Just discuss what the results mean. Just remember that what you discuss should reference back directly to the SLO(s) being assessed. For example:**
 - o While the majority of students are getting "A"s or scoring "Developed" on the rubric, 3 out of the 10 students are getting "C"s or scoring "Emerging" on the rubric. Hence, a sizable number of the students are not able to conduct original research that engages ongoing debate, and therefore, having difficulty meeting "SLO 1 – Research.
 - o You may also want to discuss the impact of the finding on the overall major. It is up to you what you think the findings mean to your FG.

5. Field Group recommendations for academic year 2014-15.

- **What do you suggest should be done to address anything from the results you just found and discussed? For example:**
 - o Greater emphasis should be placed on research fundamentals in the following courses, or
 - o An additional course is needed with an explicit focus on developing fundamental research skills, or
 - o All courses need to reinforce common research fundamentals agreed upon by the Field Group.
- **This is something that you already do when planning for the next year, WASC just wants to be able to see it in a much more directed flow from a SLO to an assessment, to results, to a plan for next year.**

6. Proposed assessment plan for academic year 2014-15.

- **Here, all you will need to do is just say what you plan to assess next year. Just state which SLO or SLOs you plan to assess next year and how.** This might include refining rubrics or SLOs, and may also include reassessing the current SLO to see if any of the changes implemented had an impact on students. It could also mean assessing a completely new SLO.