Plan for Assessment of Student Learning*
Eastern Michigan University: Division of Academic Affairs

1. Generate Program-Level Student Learning Outcomes:
At the end of the program, students will be able to **<<*action verb*>> <<*something*>>**.

2. Identify Learning Activities Associated with Program Outcomes:
Describe what student performance of an outcome looks like. Identify learning activities, or create them if none exist, to provide opportunities for students to move closer toward mastery of the program's outcomes. How well a student performs on a particular outcome can be demonstrated through a learning object (or artifact). For example, exam questions, projects, research papers, presentations, portfolios, exhibitions directly offer evidence regarding students' performance in relation to a particular outcome.   Some type of "assessment instrument" to evaluate how well students master the learning activity accompanies the learning object, such as, a scoring guideline, rubric, or answer key.

3. Curriculum Mapping:
Identify courses spanning the curriculum that provide learning opportunities for students to achieve program outcomes. Students do not master an outcome with one or two experiences; they need multiple opportunities from the beginning to the end of their program, with increasing difficulty and challenge as they developmentally advance.

4. Capture Student Performance of Outcomes:
Collect information about student work from learning objects (artifacts) associated with particular program outcomes, so you can learn about students' progress with those outcomes. How you learn about student performance depends on the kinds of artifacts you collect. For instance, if you test students on important concepts, you might look at their test scores. Alternatively, if you ask students to create a performance, write a report, etc. , you might use those. Whatever you choose, make sure that:
> a) It represents learning outcomes that are important for the your discipline;
> b) You have a way to assess the artifacts that you collect. If you're looking at test scores, you have the scores themselves. However, if you're looking at something like a paper, portfolio, or performance, you will need to create a method to analyze these artifacts.

It is not necessary to collect data in every course every semester. For each program outcome, it is reasonable to collect 3-5 scores over the number of years a student is in the program – documenting that students have multiple opportunities that bring them closer to "mastering" each outcome.

5. Interpret Data:
Analyze trends and patterns in student performance to determine to what extent students are achieving program outcomes. What do you see that could be improved upon with regard to students learning these outcomes?

6. Take Action to Improve Your Program:
If students are not meeting your program outcomes to the extent or manner in which you have intended, what changes in the program need to be made? Implement an improvement plan, such actions might include, but are not limited to: improving advising, implementing prerequisites, changing the curriculum, mentoring faculty for improving instructional delivery or revising learning activities and objects, acquiring different or updated program resources and technologies, creating community partnerships. Repeat steps 4 - 6 as necessary.

7. Share Your Progress with Program Stakeholders:
Our internal and external communities want to know to what extent students are learning and mastering the content, skills, and attitudes of the disciplines that constitute your programs.

8. Revisit, Revise, Repeat steps of this process as often as necessary to improve student learning.

*Although this looks like a clean and regimented process written here as text, it is really a much more fluid and, at times, even "messy" process. Within this framework, every program must create an assessment system that works for them, and it is understood this system will look a little different from program to program. To create such a system requires meaningful dialog and collaboration, identification and prioritization of our educational values, and the understanding and patience that this is a dynamic and human process.