

General Concerns on AllAPs

Section II - Student Learning Outcomes:

1. MEd and MS AllAPs list the same SLOs [common vs. unique SLOs] – What makes these programs different?
2. Avoid use of verbs “demonstrate, understand, appreciate” since they are not observable/measurable as written. Use Bloom’s Taxonomy action verbs that convey what students will be able to do or “the student will be able to demonstrate “X” by.....”.
3. Add a generic quality indicator to each SLO – indicate an expected level of performance. Use words such as “accurately, appropriately, clearly, effectively”, etc.
4. Add context
5. Differentiate program SLOs to show more rigorous SLOs as the degree level increases BS to MS to PhD, etc.). Graduate program SLOs should reflect the higher levels of Bloom’s Taxonomy—more complex levels of thinking.

Section III – Curriculum Map:

1. There should be evidence of formative and summative assessment for each program SLO. Within what courses/experiences are the program student learning outcome (skills, knowledge, and/or dispositions) first developed and practiced (Formative Assessment).
2. Check/determine whether there are any appropriate assessments that could serve as CEPAs and that occur at/toward the end of the program.

Section IV – Assessment Cycle of SLOs:

1. Program faculty determine length of the plan (consider when next accreditation cycle or program review will be conducted).
2. Target and assess at least 1 SLO per year.
3. Each SLO must be assessed for a minimum of 2 consecutive years (more years provides additional trend data).
4. Indicate only the academic years in which the program SLOs will be assessed (not semesters).

Section V - Assessment Component:

1. *Assessment Measures*
 - a. Clearly identify by name the assessment measure.
 - b. Also identify the major elements/components/domains that will be assessed.
 - c. Be sure the assessment measure selected directly assesses the *intent* of the SLO.
2. *Assessment Method*
 - a. Direct vs. indirect assessment measures (i.e., philosophy paper—this is an indirect measure since it represents the students’ perceptions/beliefs).
 - b. Be sure to use only assessment measures that occur at/toward end of program of study.
 - c. Must have at least 2 assessment measures per SLO; one of which must be direct.
 - d. Scoring:
 - i. Rubrics vs. rating scales
 - ii. Rating scales – indicate what a “1, 2, 3, 4” represents – define the levels
 - iii. Rubrics – indicate levels of performance and show clearly differentiation among the levels
 - iv. Rubric/analytic forms are better than rating scales.
 - v. Disaggregate data by major elements – meaningful data
 - vi. Establish inter-rater reliability if assessment is score by more than 1 individual.
3. *Criterion for Success & Realistic and Stretch Program Goals*
 - a. Exam –70%–Indicate “a score of 70%” to clarify for criterion for success target indicator.
 - b. What’s a realistic program goal – minimum acceptable level of performance? How might that differ from the BS to MS to PhD?
 - c. Realistic program goal is the percentage of students assessed during that period that achieved the set criterion for success.
 - d. Stretch program goal pushes beyond reasonable for continuous improvement and represents a “challenge” indicator on the percentage of students that faculty desire to achieve the set criterion for success that is higher than the realistic program goal, but yet, may be achievable.