Chapter 3
OVERVIEW OF OUTCOMES-BASED ASSESSMENT PROGRAM REVIEW
Outcome-Based Assessment Defined

- A systematic means to satisfy educators’ innate intellectual curiosity about how well their students learn what educators say they are learning.
- Writing clear, measurable outcomes, ensuring students have opportunities to reach those outcomes, implementing a systematic evaluation system, and then using the results to improve student learning.
- The process of gathering and assembling data in an understandable form.
Implementation Steps

- Faculty and co-curricular professionals will:
  - Articulate what the program intends to accomplish in regards to its services, research, student learning, and faculty/staff development programs.
  - Purposefully plan the program so that the intended results can be achieved.
  - Implement methods to systematically identify whether the end results have been achieved over time.
  - Use the results to plan improvements or make recommendations for policy consideration, recruitment, retention, resource reallocation, or new resource requests.
Template Elements

- **Program Name and Description**
  - Including the program name and description helps clarify which programs incorporate which degrees or services into their self-evaluation.

- **Program Mission Statement**
  - Helps program faculty and administrators determine how well their individual programs align with institutional and division mission statements.

- **Program Goals**
  - Help program faculty and administrators focus on delivery of the program as well as capturing the vision or value statements that inspire them to do what they want to accomplish.

- **Program Outcomes**
  - Allows program faculty and administrators to reflect on what they intend to accomplish, organize and plan activities and resources to better achieve the end results.

- **Student Learning Outcomes**
  - Depict cognitive abilities and affective dimensions that the program wants to instill or enhance in students, faculty, and staff. These statements typically describe results of teaching or out of class experiences.
Mapping Course and Activity Outcomes to Program and Student Learning Outcomes

- Listing Limitations for Each Evaluation Method
  - To encourage those designing the methods to think about the full design and how to improve it.

- Targeted Audience
  - Identifying the recipient of the information can often help to formulate the reporting format so that the recipient of the report fully understands what is attempting to be communicated.

- Plan to Disseminate Results of Review
  - This is an effective way to illustrate all those who have played a role in formulating the recommendations that arose from outcomes-based assessment program review results.

- Summary of the Review Process
  - Is helpful in understanding the departments status and preparation for the program review.

- Decisions and Recommendations Made about the Review Process
  - Allows programs to identify how they can improve a process that is helping them improve their programs.
Faculty/Staff Development
- Implement an institution wide faculty and staff development plan to deliver the required education to help improve their programs.

Student Portfolios
- Submission of a brief description of or referral to the portfolios maintained by students as a tool for reflection on the learning process and their experiences.

External Review
- The community representative can provide an invaluable perspective on the unit’s civic engagement by reviewing the program and process and recommending improvements in teaching and learning, scholarship and research, civic engagement, commitment to diversity, and pursuit of best practices.