



Outcomes Assessment Worksheet

The purpose of this worksheet is to guide faculty through the process of outcomes assessment and can be applied to Student Learning Outcomes (SLOs), Program Level Outcomes (PLOs) and Institutional Level Outcomes (ILOs). Use of this tool will:




- Assist department chairs to lead the process of outcomes assessment
- Help faculty to prepare for departmental collaboration meetings
- Promote the use of direct and indirect assessments and academic freedom
- Encourage meaningful faculty reflection of data
- Inspire meaningful collaboration regarding information gleaned from assessment data and faculty reflections
- Foster the development of meaningful action plans based on assessment data, faculty reflections, and collaboration including a timeline for implementation, resources needed and follow up.

This completed document can be:

- Attached to the Summary of Data in Nuventive Improve as a related document
- Attached to the department PIE report to document outcomes based evidence of departmental allocation requests
- Used as your department's application for the President's Award for Excellence & Innovation in Teaching and Learning Through Outcomes Assessment

Important information to get you started:

- Link to [Nuventive](#).
- If you need help at any time during this process, email outcomes@mtsac.edu or submit an [Outcomes Help Request](#).
- Complete the [Funding Request for Adjunct Involvement in Departmental Outcomes Activities](#) to get adjunct faculty paid for their participation in this process.
- Most of the information recorded in this worksheet will need to be officially submitted through Nuventive Improve. If you need access to Nuventive Improve, submit a request through the Help Desk at (909) 274-4357 or helpdesk@mtsac.edu.
- If you are new to using Nuventive Improve
 - Consider attending a [POD](#) class on using Nuventive Improve.
 - Schedule a one-on-one, group or department class by emailing outcomes@mtsac.edu or submitting an [Outcomes Help Request](#).
- [Guide to Student Learning Outcomes Assessment](#)

Icon Key	
	Information next to this icon will need to be entered into Nuventive Improve. You can copy and paste from this document.
	Faculty can use this space to record individual reflections. Department chairs can use this space to collect reflections from faculty.
	These questions will need to be answered if you would like to use this form as your application for the President's Award for Excellence & Innovation in Teaching and Learning Through Outcomes Assessment.

Student Learning Outcome:

Assess



Assessment Methods

List the different assessment method types that were used by faculty.

- It is recommended that multiple assessment measures be used. At least one direct assessment and one indirect assessment.
- Different faculty can use different types of assessment methods if all faculty are assessing the same SLO. **Data can be combined.**

Direct assessment method(s) used (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Course embedded test | <input type="checkbox"/> Research paper |
| <input type="checkbox"/> Written exam | <input type="checkbox"/> Problem sets |
| <input type="checkbox"/> Standardized test | <input type="checkbox"/> Oral examination |
| <input type="checkbox"/> Portfolio | <input type="checkbox"/> Objective test |
| <input type="checkbox"/> Performance assessment | <input type="checkbox"/> Essay |
| <input type="checkbox"/> Lab report | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Other: | |

Indirect assessment method(s) used (check all that apply):

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Reflective statement |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Focus Group |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Other: |



Criteria for Success

- What is your expectation for student success for this outcome?
- Consider including a rubric in Related Documents.



Summary of Data Period

- The academic year(s) in which the SLO was assessed.



Number of students assessed.

- The total number of students assessed.



Number of students that met the criteria for success.

- What does the data say?

Reflect

To help turn assessment results into actions, faculty need to take time to reflect on this information. First reflect individually. The answers to the following questions can help you with this process and help you to prepare for your department collaboration meeting:



- What went well?
 - Where did students in your course do well?



- What can be improved?
 - What can be done differently next time that will impact student success?

Collaborate

Now it is time to think out loud with others and collectively sort through information, reflections and share ideas. Departmental collaboration can occur during a scheduled department meeting, a departmental outcomes meeting, or via email (or other communication). The answers to the following questions can help you with the process of summarizing this information:



- What went well?



- What can be improved?



- How did action steps from the previous assessment cycle impact student success?



- What was learned from department collaboration?

Act



- What action steps will be taken to improve student success?
 - What resources are needed?
 - What is the timeline for implementation?
 - What are the anticipated results?

Follow Up



- Schedule a date to follow up on action plan and answer the following question:
 - How did actions taken impact student success?