WRITING THE PROGRAM ASSESSMENT REFLECTION GUIDE

Section I: Assessment Progress from Previous Assessment

This section is where you write about "closing the assessment loop".
Here are the sections in the report for each outcome:

1. **Planned Improvements from Previous Student Learning Outcomes Assessment Report**
   In this section you simply copy what was planned from the previous assessment.   If this is the first assessment reflection, write "N/A."
2. **Update on Planned Actions – This section is where you provide an update on what was implemented. The response to this question should include the following:**
   a. Was the previously planned action implemented? Was it implemented as planned? When?
   b. If the previously planned action was not implemented, why not? Was anything else implemented instead?
   c. Did it appear to make a difference based on the assessment data?

Section II: Assessment Report

In this section you will discuss the results from the assessment for each outcome. You should include the following:

- **Origin of Assessment Measure**
  From where did you obtain the student work that is being used to assess this program outcome? Which course? Which project?
- **Method of Assessment**
  What type of work did students complete for you to assess this outcome (e.g. test, paper, art project)?
- **Performance Standard**
  What is the "acceptable level of performance? For example, should 80% of the students receive a grade of 80 or better on assignment?   Why was this standard chosen?   For example, in a Nursing program might write that 100% of the students need to be successful because performing otherwise could result in a patient's death.
- **Results**
  The write about number of students included and the findings.   This is where one would include how students scored.   For example, one could write the 85 students were included in the assessment.   25 out of the 85 received 80 points on the assignment and met the required benchmark. The remaining students did not meet the benchmark. 40 of the students' scores ranged from 81 to 84.

Discuss any strengths and areas for improvement based on the results from this outcome.

- Where are the areas of strength displayed in the results?
  o Were the results the same across all student characteristics?
  o Did the assessment tool work as planned?

- What are some areas where improvement can be taken?
  o Where were the results the weakest?
  o Were there issues with implementing the assessment process?

Based on assessment results for this outcome, what actions will be taken to improve student learning?

This is the section where the program identifies what will be implemented to improve student learning and/or the assessment process based on the results.   Provided below is a list of ideas for creating these actions. These are only ideas.

Changes in the Classroom

- Put more emphasis on_____.
- Put less emphasis on_____.
- Students will get a tour of____to familiarize them with_.
- Modify assignment by (changing instructions, adding questions, timing in semester, etc.)
- Have students review key concepts in small groups.
- Require failing students to attend (test review, study group, tutoring session, etc.).
- Have students (evaluate, participate in, complete paper on, etc.) on __
- Change (or add) textbook (or reading materials, course packet, study guide, supplemental book, etc.).
- Create common questions to help test_____.
- Course will have all instructors meet_times a semester to discuss_____.

Changes in the Program

- Encourage students to take courses in a specific order
- Add a course on _____.
- Add a course outcome that addresses _____.
- Remind students in the major to attend the major's career night.
- Develop a career module to be included in all courses
- Change _____ course outcomes to _____.
- More scaffolding required in the program. Introduce _____ in the required 100 level course before the more advanced 200 level course.

Changes in the assessment process

- Change the assessment tool's questions (essay, multiple choice) to better reflect the outcomes
- Change the timing of when the assessment tool will be given to students in the future
- Next time, analyze the assessment data by examining the results by the number of courses taken in the discipline (major, English 102 grade, Math grade)
- Revise the instructions to students

How and when will this assessment information be shared with others in the program?

Describe when, where, and how the assessment findings and reflections will be shared.

Questions? Contact outcomes@montgomerycollege.edu