

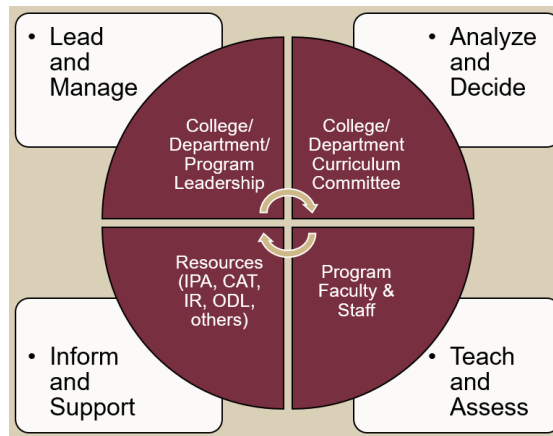
(RE)STARTING ACADEMIC PROGRAM ASSESSMENT

QUICK GUIDE

Step 1: Organize for Assessment

IE Assessment is a shared responsibility between the program faculty, the program directors, department chair(s), and the (associate/assistant) dean(s). Assessment and improvement activities should be carried out in close coordination with curriculum committees. Generally, Department Chairs/School Directors have the responsibility to ensure that program and student learning outcomes are regularly assessed, improved upon and reported.

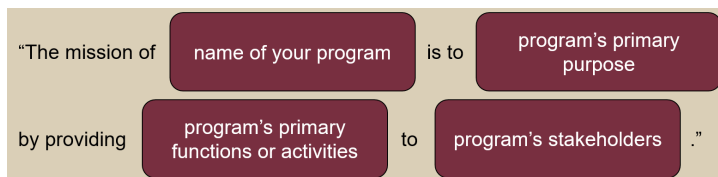
Think who are the individuals in each of the four areas in the visual; select the best representatives for each quadrant; communicate with this group that their involvement in assessment is needed.



Step 2: Define Program Mission

Every academic unit should have an active and current mission, which is a broad statement of what the program is, what it does, and for whom it does it. It should provide a clear description of the purpose of the program and, in specific terms, reflect how the program contributes to the education and careers of students graduating from the program. Mission statements for academic programs should reflect how the teaching and research efforts of the department are used to enhance student learning.

Meet with program faculty; jointly discuss and decide what the mission of your program is; after that it becomes much easier to define what students should know and be able to do by the time they graduate from the program.



The mission of the Biology Bachelor's degree program is to prepare students for employment in various biology-related areas and/or for the pursuit of advanced degrees in biology or health-related professional schools by educating them in the fundamental concepts, knowledge, and laboratory/field techniques and skills of the life sciences."

Step 3: Explore and Select Student Learning Outcomes

Student Learning Outcomes (SLOs) refer to knowledge, skills, and values/attitudes that students are expected to attain throughout their studies in a program and/or in program courses. SLOs encapsulate what students will be able to know, do, and care about by the time they have completed a degree program and as a result of their learning experiences.

Because most undergraduate learning outcomes fall within the categories shown below, feel free to select SLOs from the list and adjust them to your degree/certificate program. Out of the 'longlist' of SLOs, each participating stakeholder stakeholders (e.g., faculty, employer, student rep.) can choose 3 that they consider to be the most important for students in your program to attain. SLOs that were determined to be the most important by the majority of participants become the final SLOs for the program.

Content / Discipline Knowledge and Skills	SLO 1: Knowledge Base (Models and Theories)	• Students will identify and describe key concepts, principles and themes of the discipline
	SLO 2: Disciplinary Methods	• Students will characterize the research methods and investigative approaches used in the discipline
	SLO 3: Disciplinary Applications	• Students will characterize investigative methods & articulate the application of research and theory to real-world problems
Critical Thinking Skills	SLO 4: Analysis & Use of Evidence	• Students will apply scientific reasoning to interpret phenomena investigated in the discipline
	SLO 5: Selection, Evaluation and Synthesis of Information	• Students will design, conduct, and interpret basic disciplinary research
Communication Skills	SLO 6: Written Communication	• Students will compose clear, well-constructed, error-free prose for a target audience
	SLO 7: Oral Communication / Presentation Skills	• Students will generate spoken communication that is formal, clearly organized, adapted to target audience and effectively presented
Values and Attitudes	SLO 8: Disciplinary Ethical Standards and/or Academic Integrity	• Students will articulate and demonstrate adherence to ethical standards of the discipline
	SLO 9: Interpersonal and Team Work	• Students will demonstrate the ability to lead, negotiate, collaborate and create a product in group situations

For subsequent steps in the process, reach out to Dr. Galiya Tabulda at gtabulda@fsu.edu and/or review the [Assessment Handbook](#) and/or attend an [assessment seminar \(registration link\)](#).