The academic program's curriculum map helps faculty identify which course(s) to choose across all program offerings when assessing selected student learning outcomes. This approach is well suited for programs that are new or find it challenging to directly collect student work. Faculty notes can also supplement the use of student work to examine student learning.

		SYR 101	SYR 134	SYR 245	SYR 304	SYR 411	SYR 495	Indirect Measure
1. Apply problem solving skills	Insert "I", "R", or "M"	I		R	R	м	M	Course feedback data
	Insert potential	Problem		Quizzes	Final	Group	Capstone	
	assessment	sets		-	exam	project	project	
					quiestions			
2. Analyze statistical	Insert "I", "R", or "M"	I	I	R	R			Grade distribution
data and assess	Insert potential	Problem	Research	Midterm	Research			
reliability of results	assessment	Sets	article	paper	critique			
			critique					
3. Define	Insert "I", "R", or "M"		I		R	M		Self-
advanced/field	Insert potential		Problem		Final	Presentation		assessment
specific results	assessment		sets		exam			
					questions			
4. Interpret	Insert "I", "R", or "M"	I		R			M	Course feedback data
laboratory/research	Insert potential	Lab		Lab			Capstone	
results and draw	assessment	assignment		reports			project	
reasonable conclusion		_						
5. Identify the	Insert "I", "R", or "M"		R	R			м	Alumni Survey
application of field	Insert potential		Exam	Final			Capstone	
specific tools and	assessment		questions	paper			website	
analytics								
n outcome is I - Introdu	ced, R - Reinforced, M - Mas	tered		<b>†</b>		_	<b></b>	
						2		

## **STEPS**

## Instructions for faculty members

direct

Select

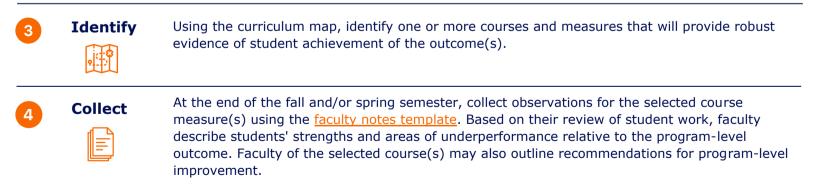
Select the student learning outcome(s) to be assessed in the upcoming academic year. Use the <u>assessment cycle planning template</u> to create a schedule for examining each outcome at least once over the University's four-year assessment cycle.

Choose Choose at least one direct and one indirect measure, or two direct measures, to assess each learning outcome.



assignment, capstone, field assessment, portfolio, quiz, exam questions, performance etc.

**indirect** completion rate, grade distributions, interviews, surveys, etc.



DiscussDiscuss the faculty notes for each outcome being assessed with colleagues. Incorporate evidence<br/>from the indirect measure if used. Consider each measure's established criteria for success<br/>student strengths and weaknesses, whether additional evidence from other measures may be<br/>helpful, and how learning in the program may be enhanced.



Act on results and faculty discussions to improve student learning or program operation.