

Hamline University Learning Outcomes Assessment Program Progress Report, 2009-2010 {UNDERGRADUATE SAMPLE}

Hamline University's Standing Committee on Learning Outcomes Assessment (CLOA) requests that all academic and student affairs programs complete this form to report work completed towards the goals defined in the program's Assessment Plan for 2009-12.

Please provide a brief, one-paragraph response to each question that is relevant to your program's learning outcomes assessment work in 2009-10.

Program (degree-granting program, undergraduate major, student affairs department, etc.):

Sample from an Undergraduate Academic Program

- Which learning outcome(s) did your program assess or work toward assessing this year?
Communicate effectively in presentations and discussions; we focused just on presentations in the senior seminar.
- What assessment methods or instruments did your program adopt or continue?
We adapted the AAC&U VALUE Project rubric on Oral Communication Skills to create our own rubric for evaluating and assessing oral presentations across the major.
- For each implemented direct assessment method or instrument, please report results in the table below. Any additional notes on principal findings can be included in the text box below the table.

Program Learning Outcome(s) Assessed	Alignment with University Learning Outcome(s)	Where Assessed in Program: Beginning - Mid - End	Method of Assessment and Learning Experience/ Performance	Total Number of Students Assessed	Number of Students who Met or Exceeded Standard*	Number of Students who Did Not Meet Standard*
Communicate effectively in presentations.	Communicate effectively in speaking.	End	Rubric-based assessment of final project presentation	45	32	13

*The program's standard, target, or baseline expectation for student performance.

Any notes contextualizing or clarifying principal findings:

Four of the thirteen seniors who did not meet baseline expectations for a capstone presentation failed in every area assessed due to a lack of preparation. For the remaining nine, organization/structure was a primary source of communication problems.

- What changes to the program, if any, have been made or contemplated based on the assessment findings?
Program faculty agreed that we should focus more on the process of preparing a presentation and provide models and resources for organizing/structuring a presentation in earlier courses in the major, particularly in our foundations course. These curricular changes will be incorporated in the foundations course in 2010-11.
- What changes to assessment plans or processes, if any, have been made or contemplated?
We will repeat use of the oral presentations rubric in senior seminars in 2010-11, as originally planned. We will now also use it in the foundations course, where we will more thoroughly integrate development of these skills.
- Please note any additional learning outcomes assessment activities undertaken by members of your program in 2009-10, such as assessment-related professional development or collaboration.
N/A