Programs have predetermined student learning outcomes derived from academic and professional competencies, institutional goals, and faculty expertise. These outcomes are scheduled to be assessed in a regular cycle so that all outcomes are assessed at least once every three academic years*.

*Or more often as required by an external accrediting agency.

Program faculty identify coursework within the curriculum in which students can demonstrate their learning relative to the outcomes to be assessed each cycle. They make sure faculty responsible for these courses are informed in advance so they can prepare to assist with the assessment process.

Program faculty design or select existing measure(s)* of student learning outcomes to be administered in the selected courses. Performance targets are set based on standards and prior performance. Outcomes can be assessed across different courses and with various measures, though at least one direct measure should be used.

*Projects, portfolios, presentations, assignments, tests, performances, etc.

Program faculty collect the data from these measures and analyze student performance. Data is ideally collected and analyzed within the semester the measure is taken, especially if it is to be used for formative assessment of student learning in a specific course.

Program faculty interpret data to understand student achievement of learning outcomes and performance relative to set targets, keeping in mind the type of measures used and making comparisons across measures when applicable.

Program faculty use what they learned from findings to inform practice, address concerns, allocate resources, adjust future performance targets, and/or alter assessment cycles. Findings and data-informed actions and decisions are shared with faculty and identified stakeholders.