Assessment: Reporting, Mapping, Undergraduate Research

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Agency Assessment Initiatives

- SCHEV- competencies
- SACS-QEP
- SACS-learning outcomes
QEP and SCHEV: Undergraduate Research

- Student research
- 1\textsuperscript{st} & 4\textsuperscript{th} Year Survey
- Focus groups
7 Essentials of Compliance:

1. Direct assessments of learning
2. Program improvements
3. Reports
4. Documentation
5. Evidence of ongoing assessment process
6. For all programs
7. By March 2012
Report contents

- Learning outcome(s)
- Expectations
- Assessed how? When?
- Results? Conclusions?
- Program improvements
- Documentation
Report format? You choose:

- Word document template
- Matrix format
- Enter report directly via website
Historical assessments?

Any past program changes to improve student learning that grew out of assessment?
Why map your program curricula?

- Plan to facilitate student learning
- Curricula don’t stand still... they evolve
- Monitor for changes, intended or unintended
- Collaborate for student learning
Three Levels of a Curriculum

Planned

Delivered

Experienced

Adapted from Prideaux D BMJ 2003; 326:268-270
## Curriculum Map

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<tr>
<th>Expectations</th>
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<th>Write clearly</th>
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I - Introduced  
R - Reinforced  
M - Mastered  
A - Assessed
Thank you. Questions?