List of Assessment Artifacts\(^1\) that could be used for the purpose of collecting data for Program Assessment purposes

Each assessment artifact that will be used for the purpose of Program Assessment is meant to measure the student’s competency level in one or more of the Program Student Learning Goals (SLG), also called Learning Outcomes, established for that program, therefore, these assignments need to be accompanied by a proper assessment rubric using a specific criteria and showing a brief description of each possible performance level, which have been standardized by the office of Institutional Assessment to be as follows (from left to right): Unsatisfactory = 1, Developing = 2, Basic = 3, Proficient = 4, Exemplary = 5), the number of criteria may change, but the order or number of performance level columns should not be changed.

### Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory (1)</td>
</tr>
<tr>
<td>Criterion 1:</td>
<td></td>
</tr>
<tr>
<td>Criterion 2:</td>
<td></td>
</tr>
<tr>
<td>Criterion 3:</td>
<td></td>
</tr>
<tr>
<td>Criterion 4:</td>
<td></td>
</tr>
<tr>
<td>Criterion 5:</td>
<td></td>
</tr>
</tbody>
</table>

You can add or remove Criteria in this rubric, however you cannot add or delete Performance Levels as they are fixed in the LOM system.

\(^1\) Artifact in the context of assessment refers to the final product of the assessment used to measure performance or competency in a set of skills, knowledge or dispositions. Is how the assignment looks in its final form (e.g. a Paper, a Project, a Film, a major test, etc.)
The **number of assessments** designed to collect program performance data depends among other things on the number of program Student Learning Goals (SLG), or learning outcomes, defined by the program itself, and to the complexity and detail that the program content requires in order to measure student competency in its SLG reasonably well. Another thing has to do with how comprehensive, valid and reliable are the assessments themselves to measure student competency in the program SLG. Some programs are trying to have one major program assessment for each SLG, other programs choose to have two or three for each SLG, and other programs have some comprehensive assessments that are attempting to assess their student’s competency in more than one SLG at the same time with one assessment.

Next you will find a list of possible assignments, also called assessment artifacts, which can be used for Program Assessment purposes, in several categories: **(this is NOT an exhaustive list!)**

1. **Written:**
   - **Research Papers**, as the name implies a research paper requires significant research on a subject matter. It must be more than just a repetition of facts presented by someone else or an explanation of a topic. A research paper must give a specific perspective or make a proper argument. For example, if the topic of a research paper is human cloning, then the writer should take a stance on the topic and cite sources that backup his or her position and conclusions rather than just list the history of cloning. At the same time, although the writer may not necessarily be for or against human cloning, the paper needs to demonstrate that he or she is able to analyze one of these positions.
   - **Integrative Papers** are commonly understood as a way for a student to show his or her current informed opinion regarding a specific subject matter at the present point in time. An integrative paper should also show how a student brings together the knowledge of two or more content areas into a coherent whole, applying his or her informed understanding on the subject matter and backing his or her assertions and conclusions properly with bibliography and citations from sources received in the course or program and/or other sources as indicated in the assignment.
   - **Reflection Papers** can be used as long as they are comprehensive and are designed to measure a specific set of...
advanced skills, knowledge or dispositions linked to one or more program Student Learning Goals (SLG) or learning outcomes.

- **Essays** can be valid program assessments if they are meant to demonstrate performance in a specific skill and following defined criteria. If the assessment is trying to measure knowledge or comprehension of content, a short essay is not the best kind of artifact for an assessment at the program level.

- **Journals** could be used as long as they are comprehensive and are designed to measure a specific set of skills, knowledge or dispositions following a pre-defined criteria that points to one or more of the program Student Learning Goals (SLG) or learning outcomes, this applies to all program assessments.

- **Story Writing** as with the essays they can be used for program assessment as long as they are assessing specific skills following specific criteria (e.g. writing skills).

- **Book Reviews** can be used for program assessment as long as they deal with more advanced and comprehensive content analysis following a specific criteria and performance level. Short or reflective reviews are not comprehensive enough. Avoid using many and choose one that reflects more summative and advance work regarding knowledge and skill.

- **Thesis**

- Etc.

**Avoid using:**

- Short Essays when attempting to assess comprehensive content or knowledge.
- Book reviews unless they are comprehensive and look for in depth content analysis following specific criteria.

### 2. Exam Based:

- **Tests (comprehensive)**
- **Final Exams**
- **Standardized tests or exams** (e.g. Major Field Tests)

Note: In case of exams or tests, a rubric with specific criteria related to the content of the exam or test will need to be developed to be able to use the data collected from these kinds of assessment artifacts as final grades are fading as valid data for program assessment purposes.

Sample:
If an exam or test has 80 questions, specific questions should relate to specific content areas that can be identified with specific criteria, and then sub-scores in each content area can be arranged in ranges to rate performance per student in each criterion. In the exam based assessment rubric sample below a student can obtain 1 point per question:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament Theology (Questions 1-20)</td>
<td>0-3 points obtained in this content area</td>
<td>3-7 points obtained in this content area</td>
<td>8-12 points obtained in this content area</td>
<td>15-17 points obtained in this content area</td>
<td>18-20 points obtained in this content area</td>
</tr>
<tr>
<td>New Testament Theology (Questions 21-40)</td>
<td>0-3 points obtained in this content area</td>
<td>3-7 points obtained in this content area</td>
<td>8-12 points obtained in this content area</td>
<td>15-17 points obtained in this content area</td>
<td>18-20 points obtained in this content area</td>
</tr>
<tr>
<td>Old Testament Knowledge (Questions 41-60)</td>
<td>0-3 points obtained in this content area</td>
<td>3-7 points obtained in this content area</td>
<td>8-12 points obtained in this content area</td>
<td>15-17 points obtained in this content area</td>
<td>18-20 points obtained in this content area</td>
</tr>
<tr>
<td>New Testament Knowledge (Questions 61-80)</td>
<td>0-3 points obtained in this content area</td>
<td>3-7 points obtained in this content area</td>
<td>8-12 points obtained in this content area</td>
<td>15-17 points obtained in this content area</td>
<td>18-20 points obtained in this content area</td>
</tr>
</tbody>
</table>

Avoid using:
- Mid Term Exams
- "Pre" versions of tests or exams.
- Quizzes
- Final exams during freshmen and sophomore years may not be the best sources of data for program assessment because in general students are usually not yet exposed to the more advanced and comprehensive content that a program has to offer during those first years. This may not be the case if a specific content area related to one or more program Student Learning Goals (SLG) or learning outcomes is given and completed by the middle of the program and students are supposed to show competency at that point already.
3. Performance/Media: (Must follow a specific criteria)
   • Video/Film or Radio projects
   • Summative Oral Presentations (with or without PowerPoint)
   • Audio/Radio presentation
   • Field application Projects
   • Creating a Software Application (Final Projects)
   • Instrumental or other kinds of Music Performance

   **Avoid using:**
   • Any project that is strongly formative and basic in terms of its development or presentation. For program assessment purposes focus on projects that are summative and comprehensive and allow assessing an advanced set of skills, knowledge and/or dispositions that reflect the program Student Learning Goals (SLG) or Learning Outcomes.

4. Portfolios:
   • Portfolios may include a range of assignments or artifacts that can be used for program assessment, from samples of major papers, to internship supervisor reviews, and depending on the field of study they may also include samples of specific projects that show competency in their fields, e.g. a Film project for the Communications major, to a Software application for the Computer Science major, or a piece of narrative or poetry for the English major, or a research paper or materials for a full class or a final sermon, etc.

   If your program is using portfolios, avoid using the portfolio as a whole as one single program assessment as if maybe challenging to assign a single rubric to the portfolio as a whole to assess one or more Program SLG.

   **Avoid using:**
   • When using portfolios to collect data for program assessment purposes, be careful to avoid anything that cannot produce measurable data related to specific program student learning goals (SLG) and that can show advanced knowledge, skills or dispositions.
5. Internships:
- As with the case of portfolios, internships provide a program with an array of possible assessment artifacts that can provide important program assessment data. Internships usually occur in the more advance years or study, and are meant to provide the student with an opportunity to experience and demonstrate competency in a series of advance skills, knowledge and dispositions. Internships are usually customized according to the specific field of studies and they usually include supervised practicums, which can provide feedback regarding the student’s dispositions or skills following defined criteria that can be prepared within the program and rated by the supervisors. Also, usually internships allow the students to perform specific tasks that also can be used for assessment purposes when they are specifically tailored and follow a well define criteria that can be rated according to different performance levels.

If your program requires internships or practicums, avoid using them as a whole as one single program assessment as it may be challenging to assign a single rubric to the whole internship experience to assess one or more Program Student Learning Goal (SLG).

Avoid using:
- When using internships to collect data for program assessment purposes, be careful to avoid anything that cannot produce measurable data related to specific program Student Learning Goals (SLG), or learning outcomes, and does not show use of advanced knowledge, skills or dispositions.
Program Assessment Basic Implementation Process

1. Turning Program Student Learning Goals (SLG) into => Measurable Learning Outcomes
   • All Assessment Standards derived from these

2. Develop specific Criteria for each SLG with 5 performance levels (1-5) to assess the Student Learning Goals (SLG) – Now the measurable outcomes.
   • The 5 performance levels are: Unsatisfactory, Developing, Basic, Proficient and Exemplary

3. Assessments/Artifacts (*)
   • Designed based on the Program SLG and the criteria derived directly from them, to measure the level of student competency in each Program SLG (preferably at the Advanced level)

4. Program Assessment Rubrics
   • These articulate the expectations for an assignment by listing the criteria, or what counts, and describing each performance level of quality from Unsatisfactory to Exemplary for each Criterion. Also an Assessment rubric measures performance by rating each Criterion instead of just focusing on global grades.

(*) Artifact: How the assignment/assessment looks like once completed.
The Outcome Based Assessment Process

1. Establish Student Learning Goals (SLG) as measurable Learning Outcomes

2. Develop Comprehensive Assessment Tools for each SLG

3. Collect Data from Assessed SLG using a standard format (through LOM system)

4. Analyze Assessment Data

5. Use Data to Improve Student Learning and Report for Accreditation
1. What are we assessing?

2. How are we assessing it?

3. Where are we assessing it?

4. What is the content level delivered regarding each learning goal?