Narratives of Continuous Improvement

STUDENT LEARNING OUTCOMES

Assessment “narratives” are a current trend in higher education. The purpose of these “narratives” is to tell your assessment “story” over several years rather than focusing on smaller periods of time such as a single semester or academic year. The popularity of assessment narratives comes from an increasing recognition that the assessment process (especially making continuous changes to enhance student learning) really takes more time. By telling assessment stories over a broader time period, degree programs can really tell their full story and reflect upon the true changes that have occurred.

NARRATIVE OF CONTINUOUS IMPROVEMENTS FOR STUDENT LEARNING OUTCOMES

For Texas Tech degree programs, these narratives of continuous improvement for STUDENT LEARNING OUTCOMES should cover the last five years (2005-2010). While learning outcomes and assessment activities should be included, please note that the major focus of these narratives should be on the specific improvements to student learning that have already been made in the degree programs. Things to consider including in this narrative include:

1. A list of current student learning outcomes
2. A brief summary of any changes made to those learning outcomes along with an explanation of why those changes were made
3. A list of the methods developed and used to assess the student learning outcomes
4. Information on revisions to these assessment methods
5. A summary of faculty meetings and discussions relating to assessment
6. Descriptions of all improvements made to student learning
7. Highlights of particularly impactful improvements
8. Examples as appropriate