II. SHARED RESPONSIBILITY: c. Students

Beginning Implementation of Assessment Programs
LEVEL ONE

- Students -

- Students know little or nothing about the assessment program. They do not understand how it will be carried out, their role in its success, or how it could be useful to them and future cohorts of students.

- Prospective and incoming students are provided with few or no explicit public statements regarding the institution’s expectations for student learning and the student’s role and responsibility in that effort.

Making Progress in Implementing Assessment Programs
LEVEL TWO

- Students -

- Students are becoming knowledgeable about the institution’s assessment program.

- There is student representation (undergraduate and graduate, as appropriate) on the assessment committees organized within the institution.

- The institution effectively communicates with students about the purpose of assessment at the institution and their roles in the assessment program.

Maturing Stages of Continuous Improvement
LEVEL THREE

- Students -

- Throughout their academic programs, students are provided formal opportunities to reflect upon their academic work and express their thoughts, in verbal and written forms, about the levels of success they think they have experienced in achieving the learning outcomes identified and expected by faculty.

- Students are regularly required to present verbal and written explanations of how work products they have selected demonstrate attainment of publicly stated goals and objectives for their learning.

- Student leaders educate their peers about the assessment program through conversations, public presentations, and/or articles in the student newspaper.

- Students routinely participate in discussions with the unit faculty about improvements that might be made in areas of learning where assessment results indicate a need for strengthening.