## Evaluation of Student Learning at Wake Forest College

### Academic Program Evaluation
(i.e., each major offered in a particular Department)

- Define the **Mission** and **Goals** of the Academic Program. These should be drawn from and link directly back to the mission of the University.
- Each academic program should have between 3 and 5 intended **Student Learning Outcomes** that align with the program mission. These might include knowledge, skills, abilities, behaviors or values that will be developed in and exhibited by graduates of your academic program.
- Each outcome must be measured in multiple ways. Both **direct measures** (i.e., student performance) and **indirect measures** (i.e., perception) of student learning are acceptable, but at least one of the required two measures must be a direct measure. When designed well, a measure can be used to assess more than one Student Learning Outcome at a time.

### Evaluation of Student Learning
A Continuous & Linear Process

- Program **Mission & Objectives**
- **Student Learning Outcomes**
- Assessment Measures: The most powerful evaluations of student learning will explore the criteria that comprise the **Student Learning Outcomes**.

### General Education Program Evaluation
(i.e., core competencies)

- Define the **Mission** and **Goals** of the General Education Program. These should be drawn from and link directly back to the mission of the University.
- The **General Education Competencies** serve as the student learning outcomes for the college-level General Education Program. These might include knowledge, skills, abilities, behaviors, or values that will be developed and exhibited by graduates of Wake Forest University.
- Each competency must be measured in multiple ways. Both **direct measures** (i.e., student performance) and **indirect measures** (i.e., perception) of student learning are acceptable, but at least one of the required two measures must be a direct measure. When designed well, a measure can be used to assess more than one Competency at a time.

### Evaluation Plan
Somewhat Consistent Across Years

- When available, **findings** from multiple years should be reported to allow the identification of trends or unexpected changes in student learning over time.
- Faculty **interpretation** of results should tell the story of student learning in the academic program, link directly back to the Student Learning Outcomes, and lead to the development of action plans.
- Specific plans for continuous improvement of the Academic Program that are the clear result of the evaluation process. The impact of **Action Plans** will be presented in reports submitted in subsequent years.

- **Findings**
- **Interpretation**
- **Action Plans**

### Evaluation Results
Updated Annually

- **Mission** ➔ **Outcomes** ➔ **Measures** ➔ **Findings** ➔ **Interpretation** ➔ **Action Plans**

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