

Need help with changing your webpage?

See our how-to guide “Tutorial for Assessment Website Coordinators” available in the Noteworthy section <http://assessment.arizona.edu>.



**Questions? Contact us:**

Gabriel Rodriguez  
Administrative Associate  
[gabrielr@email.arizona.edu](mailto:gabrielr@email.arizona.edu)  
621.7337

**Office of Instruction and Assessment  
Integrated Learning Center  
1500 E. University Blvd. Bldg. 70  
University of Arizona, Tucson, AZ 85721  
Phone: 520.621.7788 Fax: 520.626.8220  
<http://oia.arizona.edu>**



# Improving Your Academic Program Assessment Webpage



# UA Program Assessment Website

The University of Arizona's assessment website  
<http://assessment.arizona.edu>

is its primary source of information on student learning outcomes assessment conducted in our academic programs. Each academic program provides assessment information on a separate webpage on the site. The program page has 5 key sections:

- Overview of the Program
- Expected Student Learning Outcomes
- Assessment Activities
- Assessment Findings
- Changes Made in Response to Assessment Findings

This handy guide will detail what a well prepared webpage should include.

## Sections of Your Academic Program's Assessment Webpage

### Overview of the Program

The program overview provides the reader with a brief description of its academic goals.

When done well, this section of your webpage should:

- be general and informative.
- provide the reader with a sense of what the program faculty value.
- NOT focus on outcomes, activities, or findings from assessment.
- be 1-2 paragraphs long.



### Expected Student Learning Outcomes

Expected student outcomes identify the knowledge, attitudes, or abilities that students will have demonstrated upon completion of the program.

When done well, this section of your webpage should:

- be a numbered list of measurable student learning outcomes.
- represent the knowledge, skills, and attitudes that your faculty hold most important for student learning.
- include specific, rather than general, statements about what is to be learned.
- be limited in number to what you can reasonably assess.

### Assessment Activities

Assessment activities are events within courses or the unit that are used to measure the program's student learning outcomes. Examples of assessment activities are: rubric-scored presentations, alumni surveys, question subsets from capstone course exams, and student focus group responses.

When done well, this section of your webpage should:

- include **direct** measures of learning outcomes (e.g., rubric scored presentations).
- include **indirect** measures of learning outcomes (e.g., focus group responses).
- indicate which outcomes are measured in each activity.
- indicate when and where in the program each activity will occur.



### Assessment Findings

The findings describe what was learned from the assessment activities. Examples of findings may include summaries of: rubric scores, exit exam scores, survey response percentages and summaries of narrative responses.

When done well, this section of your webpage should:

- include tables and graphs of quantitative data.
- clearly connect findings back to the student learning outcomes.
- include brief narrative description of findings that are not quantifiable (e.g., focus group summaries).
- be updated annually with data collected in that year.



## Changes Made in Response to Assessment Findings

A faculty uses the findings as evidence in making decisions about changes and improvements in their program. Examples of changes made by program faculties include: curriculum and course changes, revised teaching strategies, and new course assessment strategies.

When done well, this section of your webpage should:

- be about 1 paragraph long.
- describe how faculty members were involved in analyzing assessment findings.
- indicate the specific changes and decisions made by the faculty.
- identify the outcomes and findings to which each decision/change is related.

