

BALOTS Reporting Time Line for PNC Baccalaureate Programs

DUE: JULY 1, 2009

Focus	Required BALOTS entries	Guiding Questions
Context of Program	<p>Develop an overview of your program to help outside people understand the context within which you conduct learning outcomes assessment</p> <p>(Template Form A: Program Context)</p>	<p>When was your program founded?</p> <p>How many students and faculty do you have and who are they (e.g. what are relevant demographics characteristics)?</p> <p>What, if any, accreditations does your program have?</p> <p>What resources do you have and what constraints does your program face?</p> <p>What are the number, scope and size of classes in your program? How are these changing?</p>
Learning Outcomes	<p>Develop learning outcomes for your program</p> <p>Briefly describe the process of how the learning outcomes were developed/adopted.</p> <p>(Template Form A: Learning Outcomes)</p>	<p>What are the learning outcomes for your program?</p> <p>What are the sources of your learning outcomes and how the outcomes were developed/adopted?</p> <p><i>Note: While you are encouraged to develop a complete set of learning outcomes for your program, future steps regarding input of data are related to each program outcome.</i></p>

DUE: OCTOBER 31, 2009

Focus	Required BALOTS entries	Guiding Questions
Stakeholder Involvement	<p>Stakeholder Participation</p> <p>Processes for Stakeholder Involvement</p> <p>Stakeholder Involvement in Development of Outcomes, Learning Activities, Assessment Methods, and Review Process.</p> <p>(Template Form A: Stakeholder Involvement)</p>	<p>Who are the stakeholders for your program? How were they identified?</p> <p>How have you involved stakeholders in the development/adoption of your learning outcomes?</p> <p>In what ways and to what extent are faculty and other key stakeholders involved in the development and use of learning activities and assessment methods?</p> <p>In what ways are faculty and other key stakeholders involved in the review and utilization of assessment evidence for the purpose and improving students' achievement?</p>
Choose a minimum of ONE Outcome to Measure	<p>Student learning outcome including performance criteria</p> <p>(Template Form B: Learning Outcome)</p>	<p>What are the measureable components of this objective?</p>
Learning Activities	<p>Examples of Learning Activities</p>	<p>What are the activities that you use to help students</p>

	(Template Form B: Learning Activities)	achieve this learning outcome? Where in the curriculum do these activities take place?
Assessment Methods/Tools	Assessment Methods (Template Form B: Assessment Methods)	What methods and tools will your program use to determine students' achievement of the learning outcomes? Where in the curriculum will your program collect that evidence?

DUE: MAY 15, 2010

Focus	Required BALOTS entries	Guiding Questions
Assessment Evidence & Findings	Findings from Student Learning Outcome (Template Form B: Assessment Evidence & Findings)	Based on your assessment evidence, what is/are your key finding(s) with regards to students' achievement of the learning outcome including the extent to which they have achieved the outcome?
Changes & Rationale	Changes you would make based on data gathered (Template Form B: Changes & Rationale)	What changes should be made based on assessment evidence to improve student learning? How will these changes be implemented? How will the effectiveness of these changes be demonstrated?
Review Process	Process for Reviewing Evidence (Template Form A: Review Process)	How would you describe the process that you use to review and utilize assessment evidence for the purpose of improving students' achievement of the learning outcomes? How are stakeholders involved in the review process?

DUE: OCTOBER 31, 2010

Focus	Required BALOTS entries	Guiding Questions
Impact of Changes	Impact of program changes (Template Form B: Impact of Changes)	What impact have these changes in your program had on student learning? What evidence supports this conclusion?
Self-Reflection	Develop a statement that provides an overall reflection on student learning in your program. Strengths and Areas for Improvement (Template Form A: Self-Reflection)	What have you learned overall from your learning outcomes assessment about student learning in your program? What are a) the strengths and areas for improvement of your learning outcomes assessment process and b) your plan for assessing students' achievement of the learning outcomes in the future?