Part I I I

Part I V

PXVW EH LGHQWLILHG  7KH GHSDUWPHQWDO LQWURGXFWLRQ VHWV WKH

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1.

2.

$ PLVVLRQ VWDWHPHQW LV D FOHDU H[SUHVVLRQ RI WKH SURJUDP¶V

x
x ²

x ²
x

3.

*,I WKLV LV WKH SURJUDP¶V LQLWLDO DVVHVVPHQW SODQ W*

o

formative assessment

The goal of summative assessment is to

assessment perspective, how does learning progress from the introduct

# OIE Team Job Descriptions

Assistant Vice President for Institutional Effectiveness

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Institutional Reporting Assistant

Director of University Assessment

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*O R R P ¶ V*

**Program:** Click here to enter text.                    **Date Submitted:** Click here to enter text.

 What type of plan is this        Initial Assessment Plan          Revised Assessment Plan

**Primary Contact Person** Click here to enter text.

**Persons Contributing to the Plan** Click here to enter text.

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## Departmental Introduction

1.  Please identify the program(s) the assessment plan will include.
    Click here to enter text.


    Does the department have a mission statement?                    † Yes    † No

    If so, what is it?
    Click here to enter text.


2.  If an initial plan, skip to next section Otherwise, identify changes that have occurred to the
    assessment plan as a result of the five-year program review. For example, has there been a
    change in allocated resources or has the department chosen a different deployment plan than
    the previous assessment plan review. Explain.
    Click here to enter text.


## Assessment Plan

Please complete the Program Assessment Plan Matrix and provide brief narrative below.

1.  List the Student Learning Outcomes for each academic program here and enter them into the
    first column of the Program Assessment Plan Matrix.
    Click here to enter text.


2.  Provide the completed Curriculum Mapping Matrix that demonstrates where within the
    curriculum Student Learning Outcomes are being addressed. In summary below, share a brief
    description of the mapping process for your program.



    Curriculum Mapping Matrix attached?                    † Yes    † No

3. Please identify the methods by which Student Learning Outcomes are/will be evaluated and enter them into the second column of the Program Assessment Plan Matrix. In summary below, please identify when you will measure the outcome and if the measurement point will be used for formative or summative assessment purposes.
Click here to enter text.

4. If this an initial assessment plan, please describe how and when assessment results will be shared with various stakeholders in the MVNU community and public at larger. If this is a revised plan U ‰o • P P Œ P š •• ••u v š š v ]• µ•• •š µ v š• [ • µ •• ] well as how and when assessment results were shared with various stakeholders in the MVNU community and public at larger. Also enter a brief summary of the findings in the fourth column of the Program Assessment Plan Matrix.
Click here to enter text.

5. If an initial plan, skip to next section. Otherwise, please discuss how you have used assessment data to improve student performance. What actions have you taken? Also enter a summary statement in the final column of the Program Assessment Plan Matrix.
Click here to enter text.

Program Unit or Department:
Date Submitted:

Contact Person:
Phone Contact:
Email Contact:

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|---|---|---|---|---|---|
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Plan: Click here to enter text.
Revisions Needed     • YES • NO
Evaluator(s):Click here to enter text.
Date Submitted:Click here to enter text.

| CRITERION | LACKING (0) | BASIC (1) | DEVELOPING (2) | PROFICIENT (3) |
|---|---|---|---|---|
| Comprehensive list of student learning outcomes (SLOs) (strive for 5) | | SLOs do not always contain action verbs, are unclear, or prove difficult to collect evidence for program and student evaluation. | Contains broad SLOs with action verbs, but does not include multiple levels of learning (e.g. Blooms taxonomy). | SLOs begin with a strong action verb that reflect appropriate levels of learning and focus on knowledge gained, skills acquired and demonstrated, and attitudes or values developed. |
| SLOs align with program curriculum map (I, D, M) | | There is evidence of some alignment between SLOs and the curriculum, but the map does not reflect where each SLO is introduced, developed and mastered throughout the sequence of courses. | There is evidence of some alignment between SLOs and the curriculum and how each SLO is introduced, developed and mastered throughout the sequence of courses. | Curriculum map reflects complete alignment; it identifies where each SLO is introduced, developed and mastered throughout the sequence of courses. |
| Assessment measures identified in each SLO present multiple measures of learning | | Measures do not align well with curriculum, are vague, focus heavily on one level of learning, or do not contain direct/indirect measures. | Align with SLOs and measures multiple levels of learning, but include primarily indirect measures. | Measures identify appropriate and multiple levels of learning, which include direct and indirect measures of student learning, as well as formative and summative methods. |
| Stakeholder feedback (including student) | | Stakeholders have some knowledge of SLOs, but communication is occasional and informal. | Stakeholders have some knowledge of SLOs. The program has a formal plan for communication not always implemented. | Stakeholders are knowledgeable of SLOs, measures, and expectations upon |

Plan: Click here to enter text.
Revisions Needed        • YES • NO
Evaluator(s): Click here to enter text.
Date Submitted: Click here to enter text.

| CRITERION | LACKING (0) | BASIC (1) | DEVELOPING (2) | PROFICIENT (3) |
|---|---|---|---|---|

Indirect Measure t A measure that ask students to reflect on their learning rather than to demonstrate it. Examples of indirect measurement include self-report methods such as surveys, interviews, and focus groups.

Mission t The central purpose that provides focus, direction and destination for our work.  It describes the purpose of our organization, who we serve, and our hopes.  ^ ] P ‰ ] š µ Œ } ( Á Z š} _Á v     (nÁ ƊEÀ Œ v š o Ç exist. _

Posttest t •• ••u v š } ( v ] v ] À ] µ o [• } u u v } ( l v } Á o P } Œ •l ] o o • ( } o o } Á ] v P typically precedes this for comparison to determine if there was an acquisition of knowledge or skill.

Pretest t Ass ••u v š } ( v ] v ] À ] µ o [• } u u v } ( l v } Á o P } Œ •l ] o o • ‰ Œ ] v posttest typically follows for comparison to determine if there was an acquisition of knowledge or skill.

Program Assessment Plan Narrativet A document within the assessment plan that identifies program specific identifiers and changes that have occurred as a result of the five-year program review.

Qualitative Measurest Measures that rely on and evaluate descriptions rather than numeric data.  Examples of qualitative data include responses to open-ended survey or interview questions, evaluations of writing samples, or portfolios.

Quantitative Measurest Measures that assess outcomes by collecting numeric data and analyzing the data using statistical techniques.  Examples of quantitative data include GPA, grades, examination scores; forced-choice survey responses, demographic information, and standardized teaching evaluations.

Response Ratet The number of people participating in a survey divided by the number selected in the sample, in the form of a percentage.

Rubric t A scoring tool used to assess student learning after a lesson.  Using a set of criteria and standards (directly tied to t Z •š š o Œ v ] v P } i š ] À • • U µ š } Œ • v •• •• Z •š µ v š [• variety of work, ranging from written essays to group projects.  When a rubric is agreed-upon and } u u µ v ] š ‰ Œ } } Œ š } š Z •š µ v š [• Á } Œ lg project is very clear and transparent to process is very clear and transparent to all involved.  Often, it is helpful to have more than one evaluator grade each piece of work.  Then the rubric scores can either be averaged or added together for a final score.

Sample t A subgroup of a population selected to participate in an activity, program or service.  The assessment results from the sample are used to generalize to the larger population from which the sample was drawn.

Student Learning Outcomes (SLOs)t Describes the knowledge, skills, abilities, attitudes, etc. a student is expected to learn as a result of participating in academic activities or experiences in a program.

Summative Assessmentt Refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the objective was achieved (i.e., the overall performance).

Stakeholder feedbackt Identifies how and when the program assessment plan is shared with the different constituency groups.  Examples of constituency groups to consider are the curre