Creating an Assessment Plan

- On the Plan Items tab, select the Plan Item drop-down list to create a new Unit Goal.
- Select Unit Goal or Unit Objective/Outcome.

Adding Unit or Academic Program Goals

Goals are overarching principles that guide decision-making. They are succinct, broad, and are generally difficult to measure. Goals provide the general structure for assessment plans, and will have one or more SLO or objective under them. Goals act as an umbrella over SLOs and objectives.

Examples of Goal Statements and Goal Titles:

- *(Goal Statement)* The Office of Admissions and Merit Awards seeks to attract a diverse student body from a variety of ethnic, economic, and geographic backgrounds.
  - *(Goal Title)* Attract Diverse Student Body

- Begin formal planning and preparation for decennial reaffirmation process scheduled for 2022.
  - Accreditation – Decennial Reaffirmation Process

- The department expects graduates to demonstrate an ability to describe various global cultures, physical and political regions, and environmental contexts.
  - Global Knowledge

- Mathematics majors will demonstrate a sound conceptual knowledge of the theoretical foundations of mathematics.
  - Theoretical Foundations
Goal Template Fields

Notice the prompts:

• Enter sequentially beginning with 1. Do not add a period, the word "goal", etc.

• **Brief, abbreviated title** for the goal that will appear on the main Plan Items tab (Figure 1)
• It may be easier to add this field after the full goal statement has been written
• Examples: Recruitment Strategies, Decennial Reaffirmation Process, Theoretical Foundations

• The full goal statement is added to the Goal Statement box

Select the Paste as test option when copying and pasting text from other programs, e.g. Word, Excel
• Verify that goals are added for the correct planning period
• The start and end date will be populated by the system based on the selected fiscal year/
• Due to the University assessment timeline and reporting practices the start and end dates for
goals cannot be modified.

• Select In Progress when creating assessment plans.

• The Providing Department field is populated by the system.

SLOs and Objectives in Assessment Plans

• Academic programs list SLOs that relate to their programs with the intent that the student will
have mastered these outcomes upon completing their program. SLOs are included in the
University Catalog with the description of each program.
• Administrative units do not directly interact with students in or out of the classroom so they do
not report student learning outcomes; instead the focus is on meeting unit goals and objectives.
• Student services units, e.g. University Recreation, Student Life, may have plans that are a
combination of objectives and SLOs. These units function primarily as administrative units. Due
to their direct interaction with students out of the classroom, often SLOs are appropriate for
inclusion in assessment plans.
Adding Unit Objectives and SLOs

Objectives and SLOs specify an action that is observable, measurable, and demonstrable. Objectives and SLOs include:

- **One action verb:**
  - Produce, identify, compare

- A **measurable**, quantifiable outcome
  - Percent increase in participation in a recycling program

- A **timeline** for completion
  - Project will be complete by Fall 2019

- A clearly **defined expectation or result**
  - Teacher candidates will design lesson plans based on knowledge of subject matter

Bloom’s Taxonomy (Appendix B) contains an extensive list of measurable action verbs.

Examples of Objective Statements and Objective Titles:

- **(Objective Statement)** During the FY 2019-20, the measured response rate of prospective students taking the campus tour will be 85%.
  - **(Objective Title)** Campus Tour Response Rate

- 90% or above of 25Live training participants will **rate** training provided during 2019-2020 as satisfactory.
  - **25Live Satisfaction**

Examples of SLO Statements and SLO Titles:

- **(SLO Statement)** Students will **demonstrate** an ability to integrate intertextual sources from primary texts.
  - **(SLO Title)** Integrate intertextual sources

- During the Fall 2019 semester, candidates will **complete** the integrated centers assignment with a mean score of 2 or higher.
  - Integrated centers assignment

Objective/Outcome Template

<table>
<thead>
<tr>
<th>Objective/Outcome Number *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter sequentially to correspond to related goal. Number as 1.1, 1.2, etc.</td>
</tr>
</tbody>
</table>

- Number the objectives and SLOs sequentially to correspond with the associated goal. Number as 1.1, 1.2, etc.
• Select **Objective or Student Learning Outcome** from the drop-down list.

**Objective/Outcome Title** *

*Enter a brief objective/student learning outcome title that will appear on the main Plan Items tab.*

• Brief title for the objective/outcomes that will appear on the main Plan Items tab (Figure 1)
• It may be easier to add this field after the full objective/outcome statement has been written

**Objective/Outcome Statement**

*Enter the full objective/student learning outcome statement. Use one measurable action verb. Include a timeline that indicates the expected completion of the objective/student learning outcome.*

• Complete objective/outcome statement
• Use **one** measurable action verb for each objective/outcome statement
• Include a timeline
A description of the methods and tools that will be used to assess the objective or SLO. Copies of supporting documents, e.g. rubrics, assignments, assessments, etc. may be attached as files.

The description of assessment must **align** with the objective/outcome being measured. If the objective indicates a survey will be administered, the data associated with the administration should be included, not data describing the results (that can come in a future objective)!

For example, in SLOs the number of students involved, description of instrument used, description of a pre- and post- test, indication of the number of questions asked and purpose of assessment may be included.

Similarly, for objectives a clear description of what is being measured, e.g. the success rate and how it is being measured, with a survey, is included.

Examples of the description of assessment:

- The level of competence to be measured via the resume included in the sample of student writing portfolios submitted during the ENGL 411 capstone course. A common rubric will be used to assess the student writing presented in the portfolios. The rubric provides specific detail for each potential rating for the SLO/goal.
  - **Portfolio Requirements:**
    - A paper from English 300 (both an original and revised version)
    - A creative piece from English 301 (both an original and a revised version)
    - Any other upper-level ENGL course paper
    - An updated, polished resume

- An 8-question survey will be administered after the student completes the bicycle rental process. The survey consists of the questions measuring:
  - Overall satisfaction
  - Benefits to renting a bike (easier get to and from class, good way to be healthy/exercise, easy form of transportation, sustainable and good for environment)
  - Demographic information