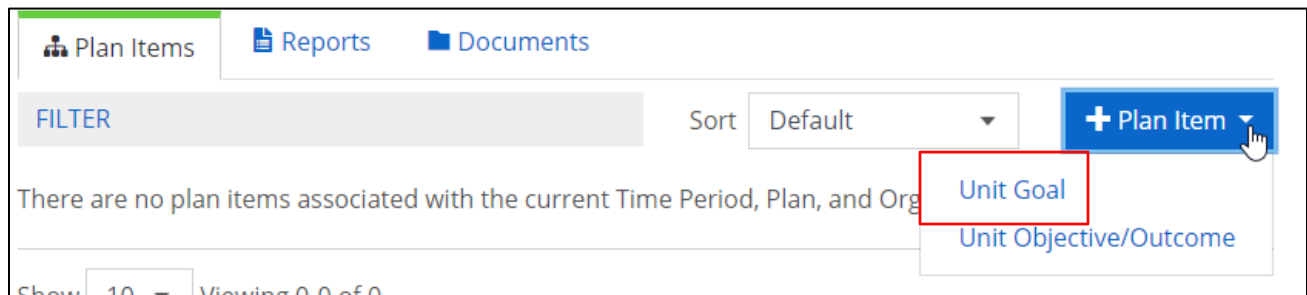


Creating an Assessment Plan

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



Adding Unit or Academic Program Goals

Goals are overarching principles that guide decision-making. Goals:

- are succinct, broad, and are generally difficult to measure.
- provide the general structure for assessment plans, and will have one or more SLOs or objectives under each.
- 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

Writing an Effective Assessment Plan

Goal Template Fields

Goal Number *

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

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

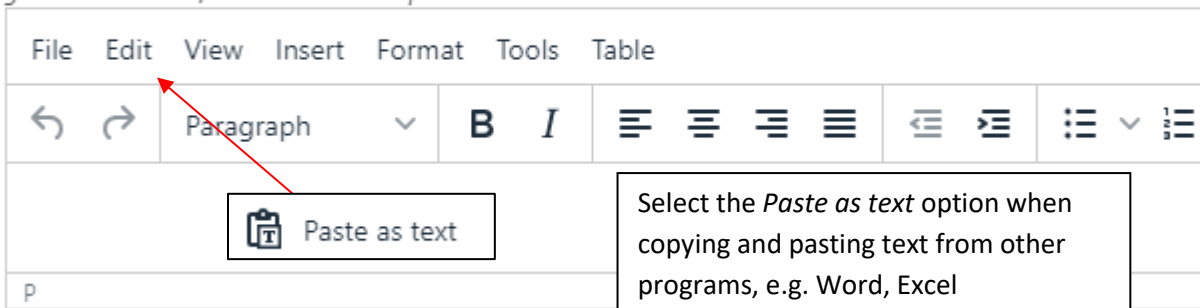
Goal Title *

Enter a brief goal title that will appear on the main Plan Items tab.

- **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.


Goal Statement

Enter the full goal statement. Goals are succinct, broad, and generally difficult to measure. Goals provide the general structure for the assessment plan.



File Edit View Insert Format Tools Table

← → Paragraph ▼ **B** *I* [List icons] [Text icons]

 Paste as text

Select the *Paste as text* option when copying and pasting text from other programs, e.g. Word, Excel

- The full goal statement is added to the Goal Statement box.



That fields with a red asterisk * are required fields. You cannot save the template without adding content to these fields.



That all fields have a prompt to guide you in entering content in the field.

Enter a brief goal title that will appear on the main Plan Items tab.

Writing an Effective Assessment Plan

Start *

Start date for the planning period. This field corresponds to the planning period fiscal year and cannot be modified.

07/01/2023

End *

End date for the planning period. This field corresponds to the planning period fiscal year and cannot be modified.

06/30/2024

- The start and end date will be populated by the system based on the selected fiscal year and cannot be modified.

Progress

Select "In Progress" when objectives/student learning outcomes are created. Change to "Complete" once the assessment report has been written.

In Progress
Complete

- Select *In Progress* when creating assessment plans. You will change this field to *Complete* when writing your assessment report later in the year.

Providing Department *

The Providing Department is populated by the system.

 Institutional Research, Assessment and Analysis

- 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 provide academic instruction to students in the classroom so they do not report student learning outcomes; instead their focus is on meeting unit goals and **objectives**.
- Student services units, e.g. University Recreation, Student Affairs, may have plans that are a **combination of objectives and SLOs**. These units function primarily as administrative units, however, 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 clearly **defined expectation or result**
 - Teacher candidates will design lesson plans based on knowledge of subject matter
- A **timeline** for completion
 - Project will be complete by Fall 2019

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 2023-24 as satisfactory.
 - 25Live Satisfaction

Examples of SLO Statements and SLO Titles:

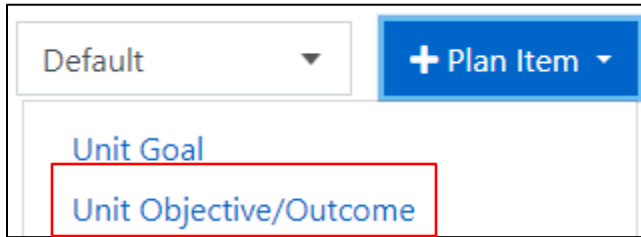
- (*SLO Statement*) Students will **demonstrate** an ability to integrate intertextual sources from primary texts.
 - (*SLO Title*) Integrate intertextual sources
- During the Fall 2019 semester, candidates will **complete** the integrated centers assignment with a mean score of 2 or higher.
 - Integrated centers assignment



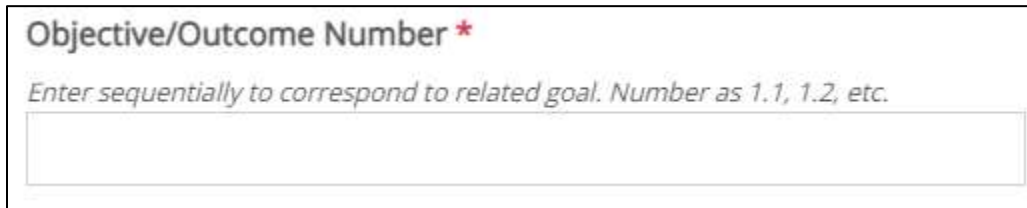
Bloom's Taxonomy (Appendix B) contains an extensive list of measurable action verbs.

Writing an Effective Assessment Plan

Objective/Outcome Template



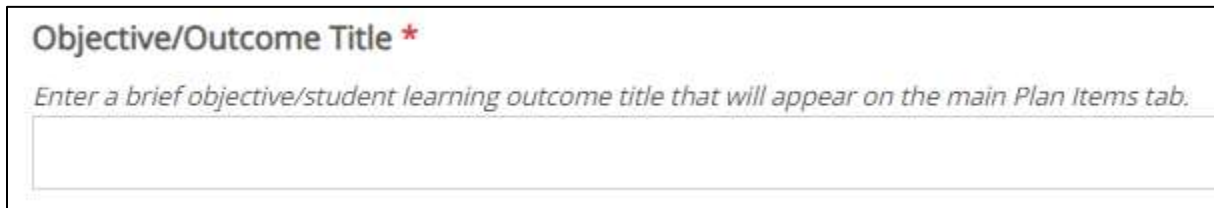
- On the Plan Items tab, select the Plan Item drop-down list to create a new Unit Objective/SLO.
- Select *Unit Objective/Outcome*.



- 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.



- 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

Writing an Effective Assessment Plan

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.

File	Edit	View	Insert	Format	Tools	Table			
↶	↷	Paragraph	▼	B	<i>I</i>	≡ ≡ ≡ ≡	≡ ≡	≡ ▼	≡ ▼

- Use **one** measurable action verb for each objective/outcome statement
- Include a quantifiable outcome or measurable result
- Include a timeline

Description of Assessment

Include a description of the methods and tools that will be used to measure the objective/student learning outcome. Include attached PDF copies of supporting documents, e.g. rubrics, assignments, and assessments.

File	Edit	View	Insert	Format	Tools	Table			
↶	↷	Paragraph	▼	B	<i>I</i>	≡ ≡ ≡ ≡	≡ ≡	≡ ▼	≡ ▼
p									

Plan Item Files

There are no attachments.

- 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.

Writing an Effective Assessment Plan

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

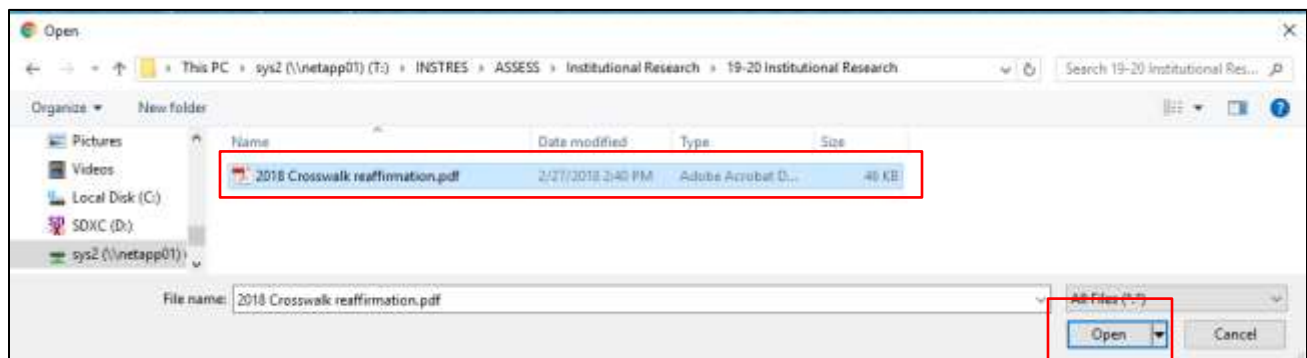
A copy of the survey is included with this objective.

Plan Item Files (Attachments)

- It may be helpful to include documents to provide readers additional information describing the assessment. Examples may include an assignment, survey, and/or rubric.
- Whenever possible **attach PDF** versions of attached files.



- Select the *+File* link corresponding to the field (i.e. Description of Assessment).



- Navigate to and select the file you want to upload.
- Select *Open*.
- You will be returned to the Unit Objective/Outcome template and the file will be attached.

Writing an Effective Assessment Plan

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07/01/2022

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