



mission statement: To educate individuals to think and act as ethical leaders and responsible citizens in the global community

2020 Assessment Plan & Report Rubric

College: _____

Department: _____

Name of Degree or Certificate Program/Minor/Online Distance Education Program:

Assessment Reviewed By:

Program's Goal or Mission Statement		
The GOAL or MISSION is considered DEVELOPING if...	The GOAL or MISSION is considered ACCEPTABLE if...	The GOAL or MISSION is considered EXEMPLARY if...
<input type="checkbox"/> None provided.	<input type="checkbox"/> College/School or Department/Program Mission is provided.	<input type="checkbox"/> College/School and Department/Program Missions are provided, and align with the University Mission.

Feedback:

Reflection on the 2019-2020 Action Plan		
1. What <i>Action Plan</i> improvements were suggested for 2020 based on last year's findings? 2. Were all of the <i>Action Plan</i> improvements implemented? If not, please explain. 3. How and to what extent did the <i>Action Plan</i> improvements impact student learning?		
The REFLECTION is considered DEVELOPING if...	The REFLECTION is considered ACCEPTABLE if...	The REFLECTION is considered EXEMPLARY if...
<input type="checkbox"/> No improvements were suggested or improvements are vague or subjective, making it difficult to determine whether student learning was impacted.	<input type="checkbox"/> The Action Plan improvements are identified and defined as implemented or not. <input type="checkbox"/> Improvements are described to have impacted student learning.	<input type="checkbox"/> The Action Plan improvements are identified and described in sufficient detail. <input type="checkbox"/> Improvements are purposeful and clear in how they impact student learning.

Feedback:



**Student Learning Outcome 1
(Knowledge, Skill or Ability to be Assessed)**

Changes to the *Assessment Plan*

If any changes were made to the *Assessment Plan* (which includes the *Student Learning Outcome*, *Measure*, *Methodology* and/or *Target*) for this *Student Learning Outcome* since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

The CHANGES TO THE ASSESSMENT PLAN are considered DEVELOPING if...	The CHANGES TO THE ASSESSMENT PLAN are considered ACCEPTABLE if...	The CHANGES TO THE ASSESSMENT PLAN are considered EXEMPLARY if...
<input type="checkbox"/> There is no acknowledgement of whether changes were needed or not	<input type="checkbox"/> There is acknowledgement of whether changes were needed or not	<input type="checkbox"/> If there is a short narrative explaining why changes were needed or not in addition to a list of changes

Feedback:

Identify and Describe the *Measure*

1. Identify the *Measure*, e.g., assignment, exam, project, paper, etc.
2. Identify the *Evaluation Tool*, e.g., rubric, itemized analysis, etc., that will be used to gauge the acquisition of this *Student Learning Outcome*, and explain how it assesses the desired knowledge, skill or ability.
3. Provide a copy of both, the *Measure* and the *Evaluation Tool* to be submitted electronically to the designated Box folder.

The MEASURE is considered DEVELOPING if...	The MEASURE is considered ACCEPTABLE if...	The MEASURE is considered EXEMPLARY if...
<input type="checkbox"/> Measures and Evaluation Tools are not identified. <input type="checkbox"/> Copies of the Measures and Evaluation Tools are not provided.	<input type="checkbox"/> At least one Measure and one Evaluation Tool is identified. <input type="checkbox"/> The Evaluation Tool identified includes an explanation of how it assesses the desired knowledge, skill, or ability. <input type="checkbox"/> Copies of both the Measure and Evaluation Tool are provided.	<input type="checkbox"/> Multiple Measures and Evaluation Tools are identified. <input type="checkbox"/> The Evaluation Tools are clearly described to assess the desired knowledge, skill, or ability. <input type="checkbox"/> Copies of the Measures and Evaluation Tools are provided.

Feedback:



Identify and Describe the *Methodology*

1. List the course(s) in which the data will be collected.
2. Identify the person(s) responsible for the data collection.
3. Describe how the data will be collected.
4. Describe how the department will use and disseminate the *Findings* to program faculty.
5. Describe how the program faculty will analyze the *Findings* to develop an *Action Plan*.

The METHODOLOGY is considered DEVELOPING if...	The METHODOLOGY is considered ACCEPTABLE if...	The METHODOLOGY is considered EXEMPLARY if...
<input type="checkbox"/> Data collection and methods do not align with the Measures. <input type="checkbox"/> It includes questionable methodology. <input type="checkbox"/> Course(s), person(s) responsible, and data collection methods are described vaguely. <input type="checkbox"/> No strategy for disseminating Findings or developing an Action Plan is identified.	<input type="checkbox"/> Data collection and methods align with the Measures identified. <input type="checkbox"/> Course(s), person(s) responsible, and data collection methods are described in sufficient detail. <input type="checkbox"/> A strategy for disseminating Findings and developing an Action Plan is identified, but implementation may need further planning.	<input type="checkbox"/> Data collection methods align with every Measure and Evaluation identified. <input type="checkbox"/> Course(s), person(s) responsible, and data collection methods are described in sufficient detail, and reflect good research methodology. <input type="checkbox"/> A purposeful and defined strategy for disseminating Findings and developing an Action plan within the program's department is identified.

Feedback:

Establish the *Target*

Identify the percentage of students and the expected *Level of Proficiency* for the students being assessed in this *Student Learning Outcome*. Example: 80% of the students being assessed will achieve a level of proficiency of "acceptable" or higher on the Oral Presentation Scoring Rubric.

The TARGET is considered DEVELOPING if...	The TARGET is considered ACCEPTABLE if...	The TARGET is considered EXEMPLARY if...
<input type="checkbox"/> A specific proportion or percentage of students is not identified. <input type="checkbox"/> An expected Level of Proficiency is not identified.	<input type="checkbox"/> A specific proportion or percentage of students is identified. <input type="checkbox"/> An expected Level of Proficiency is identified.	<input type="checkbox"/> A proportion or percentage of students is identified and an explanation is given for that specific proportion. <input type="checkbox"/> An expected Level of Proficiency is identified and an explanation is given for the level of choice.

Feedback:



Report the Assessment *Findings* and *Analysis* for 2020

1. Summarize the percentage of students and the *Level of Proficiency* achieved in this *Student Learning Outcome* for 2020.
2. Describe the program faculty's *Analysis* of the *Findings*.

The FINDINGS AND ANALYSIS are considered DEVELOPING if...	The FINDINGS AND ANALYSIS are considered ACCEPTABLE if...	The FINDINGS AND ANALYSIS are considered EXEMPLARY if...
<input type="checkbox"/> The Findings are incomplete OR do not clearly align with the Target. <input type="checkbox"/> The Analysis of the Findings is not included OR the Analysis of the Findings is unclear about whether the Target was met or not met.	<input type="checkbox"/> A complete and organized summary of the percentage of students and the Level of Proficiency achieved is provided. <input type="checkbox"/> Analysis of the Findings by program faculty address whether the Target was met or not met.	<input type="checkbox"/> A complete, concise, and well-organized summary of the percentage of students and the Level of Proficiency achieved is provided. <input type="checkbox"/> Analysis of the Findings by program faculty includes solid evidence that the Target was met or not met. <input type="checkbox"/> Analysis of the Findings references supporting documentation.

Feedback:

Action Plan for 2021

Based upon the assessment data, *Findings* and *Analysis* from this year's annual report, what changes will the program implement during the next academic year to improve performance on this *Student Learning Outcome*?

The ACTION PLAN is considered DEVELOPING if...	The ACTION PLAN is considered ACCEPTABLE if...	The ACTION PLAN is considered EXEMPLARY if...
<input type="checkbox"/> No changes are provided OR changes provided lack thoughtful interpretation or "next steps" for program improvement.	<input type="checkbox"/> Changes are identified for the next academic year. <input type="checkbox"/> An implementation strategy is described in relation to this specific SLO.	<input type="checkbox"/> Multiple changes are identified for the next academic year. <input type="checkbox"/> Reflection on the previous year is also addressed in the implementation strategy to improve performance on this specific SLO.

Feedback:



Student Learning Outcome 2
(Knowledge, Skill or Ability to be Assessed)

Changes to the *Assessment Plan*

If any changes were made to the *Assessment Plan* (which includes the *Student Learning Outcome*, *Measure*, *Methodology* and/or *Target*) for this *Student Learning Outcome* since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

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Feedback:

Identify and Describe the *Measure*

1. Identify the *Measure*, e.g., assignment, exam, project, paper, etc.
2. Identify the *Evaluation Tool*, e.g., rubric, itemized analysis, etc., that will be used to gauge the acquisition of this *Student Learning Outcome*, and explain how it assesses the desired knowledge, skill or ability.
3. Provide a copy of both, the *Measure* and the *Evaluation Tool* to be submitted electronically to the designated Box folder.

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<input type="checkbox"/> Measures and Evaluation Tools are not identified. <input type="checkbox"/> Copies of the Measures and Evaluation Tools are not provided.	<input type="checkbox"/> At least one Measure and one Evaluation Tool is identified. <input type="checkbox"/> The Evaluation Tool identified includes an explanation of how it assesses the desired knowledge, skill, or ability. <input type="checkbox"/> Copies of both the Measure and Evaluation Tool are provided.	<input type="checkbox"/> Multiple Measures and Evaluation Tools are identified. <input type="checkbox"/> The Evaluation Tools are clearly described to assess the desired knowledge, skill, or ability. <input type="checkbox"/> Copies of the Measures and Evaluation Tools are provided.

Feedback:



Identify and Describe the *Methodology*

1. List the course(s) in which the data will be collected.
2. Identify the person(s) responsible for the data collection.
3. Describe how the data will be collected.
4. Describe how the department will use and disseminate the *Findings* to program faculty.
5. Describe how the program faculty will analyze the *Findings* to develop an *Action Plan*.

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Feedback:

Establish the *Target*

Identify the percentage of students and the expected *Level of Proficiency* for the students being assessed in this *Student Learning Outcome*. Example: 80% of the students being assessed will achieve a level of proficiency of "acceptable" or higher on the Oral Presentation Scoring Rubric.

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Feedback:



Report the Assessment *Findings* and *Analysis* for 2020

1. Summarize the percentage of students and the *Level of Proficiency* achieved in this *Student Learning Outcome* for 2020.
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Feedback:

Action Plan for 2021

Based upon the assessment data, *Findings* and *Analysis* from this year's annual report, what changes will the program implement during the next academic year to improve performance on this *Student Learning Outcome*?

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Feedback:



**Student Learning Outcome 3
(Knowledge, Skill or Ability to be Assessed)**

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Feedback:

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Feedback:



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Feedback:



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Feedback:

Action Plan for 2021

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Feedback:

Overall thoughts or feedback: