Q: What is the assessment plan process?

A: Step 1: State your programs goal or mission.

Step 2: Identify measurable outcomes that are tied to Student Learning Outcomes and incorporate them into your assessment plans.

Step 3: Describe your data collection methodology including the measure you will use.

Step 4: Identify your target level of proficiency for student learning.

Q: How is Assessment different from Program Review?

A: Program Assessment is an annual process that focuses on the improvement of Student Learning Outcomes. Program Review occurs every 3-7 years and analyzes the data collected in annual Assessment Reports combined with student numbers and achievement to report on the performance of the overall program.

Q: Why are we going through this process again?

A: There have been general issues with plans in prior years across the university regarding,

1. Reflection - What did you change in the program? How did that impact student learning? This is a brief report on improvement you have made in the past and how effective it was.
2. Future - What changes will you implement in the form of an action plan increase student learning?
3. Assessment must be directly tied to student learning outcomes. Grades are not a reflection of student learning for a specific outcome because they usually include other content, extra credit, or participation. For example, "86% of the students in class got an A", or 70% of students got a B on the final exam". Exams and course grades usually include many things rather than just the student learning outcome.
4. The goal for this year is to improve the quality and quantity of 2020 Assessment Plans.

Q: My program is accredited by _____. Do I still have to do an Assessment Plan?

A: Yes. Even though the standards reviewed by your accreditor may align with our Assessment Plan, the TCU Assessment Template aligns with the SACSCOC standard. You may translate the assessment used for your program accreditation to the institutional accreditation format.

Q: Do we have to assess our _____ program?

A: SACSCOC asks that we **provide assessment for each academic program**. Academic programs are **anything that is listed on the transcript as a degree**, so **majors, minors, and certificates**. (Emphasis, tracks, concentrations, etc. are none of those and are therefore not to be assessed.)

Q: I have a minor that is associated with a major and I have never created an assessment plan. What do I do?

A: If the outcomes are the same for a minor related to a major, you will not need to create an assessment plan/report. If a student is not able to complete a minor without receiving a BA or BS with a major, you will not need to create an assessment plan/report.

Q: How many Student Learning Outcomes should I assess this year?

A: The number of SLOs assessed for each program will vary, but each program should assess at least 2-3 SLOs in the 2020 Assessment Template.

Q: How do I write a Student Learning Outcome?

A: These can be simple. Ask yourself, "What do we expect our students to know or be able to do upon completion of a course, sequence of courses, or a program?" Use the following formula and words from Bloom's Taxonomy to create your SLOs.

As a result of students participating in _____, students will be able to_____.

Q: Can I use grades on assignments as my Evaluation Tools?

A: More often than not, grades DO NOT represent outcomes specific to Student Learning Outcomes, so we recommend using rubrics or itemized analyses as Evaluation Tools on assignments that are clearly aligned to the outcome. Specific quiz or test questions can be itemized and aligned to an SLO.

Q: What is the difference between reflecting on my previous action plan and writing a new action plan?

A: When reflecting on a previous action plan, consider these questions when reflecting on prior assessment plans:

1. At some point in a past assessment cycle, the faculty made an action plan. Briefly tell us about that. What was your intent on the action plan? Were there multiple items or only 1 item on the plan?
2. Then you either implemented those plan action items or you didn't (either in Spring, Summer or Fall 2020). Briefly tell us about that. What did you change? Outcomes? Methods? Assignment? Evaluation Tool?
3. Finally, what impact did those changes have on student learning using some data that you collected (either in Spring, Summer or Fall 2020). Briefly tell us about that. What worked/what didn't work?

When writing your future action plan consider what happened during data collection, findings and analysis in this assessment cycle and create an action plan for changes you will make for next year.

Q: When do reports need to be submitted?
A: Final reports are due **December 16, 2020**. Reports should be submitted in the provided **templates** and NOT in WEAVE. Assessment Ambassadors will review plans/reports throughout the assessment cycle. Deans will provide feedback to all departments.

Q: Why does the template that we're using for our assessment plan not align with WEAVE?
A: Our template was designed to be more user friendly than the set up in WEAVE. The information is the same, just using different headings and in a different order.

Q: What is the plan to move the current work to WEAVE?
A: This step will happen in early spring (Jan-Feb).

Q: We have a program that is inactive, and we are not currently accepting students. Must we have an Assessment Plan?
A: No plan needed.

Q: We have a program that is inactive and should be closed. Must we have an Assessment Plan?
A: No plan needed. Please file paperwork at the college and university level to drop the program.

Q: What is the role of the Assessment Ambassador?
A: Assessment Ambassadors will provide support to unit leaders (department chairs, program directors) in all stages of assessment process by:
1. Serving as a resource to units as they prepare their assessment plans, maps and reports
2. Reviewing and providing feedback on each deliverable, in advance of due date to dean
3. Serving as liaison between department/college and university assessment teams
4. Providing feedback on select out-of-college assessment plans