

## SUMMARY OF ASSESSMENT ACTIVITY FOR 2006-2007

	Assessment Item/Activity	Rationale	2006-2007 Plan
1	Program Competencies	<ul style="list-style-type: none"> <li>• To articulate to students the knowledge, skills and dispositions they are expected to master to obtain a particular degree</li> <li>• To determine the curriculum needed to master the competencies</li> </ul>	<ul style="list-style-type: none"> <li>• All programs finalize their program competency statements and include them in their catalog information about the program.</li> </ul>
2	Program Assessment (end-of-program assessment; summative assessment)	<ul style="list-style-type: none"> <li>• To document that individual students have mastered the program competencies and are prepared to graduate</li> <li>• To document from aggregate data how well students are performing collectively (i.e. the effectiveness of the program/curriculum)</li> <li>• To inform decision making to improve student learning</li> </ul>	<ul style="list-style-type: none"> <li>• All programs finalize their Program Assessment Plan and begin implementing their plan by no later than the Fall II term.</li> <li>• The plan should include some type(s) of culminating measures of mastery of program competencies. For example, a portfolio of Core Assessment artifacts is a recognized method of program-level assessment to document improvement in mastery of competencies over time in the program.</li> </ul>
3	Course-level Assessment (formative assessment): <ul style="list-style-type: none"> <li>• course learning outcomes</li> <li>• assessment of outcomes</li> <li>• a scoring guide for consistent evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• To articulate to students:               <ul style="list-style-type: none"> <li>○ the knowledge, skills and/or dispositions they are expected to learn in a particular course</li> <li>○ when and how they must demonstrate their learning</li> <li>○ how that demonstration will be evaluated</li> </ul> </li> <li>• To document student learning for:               <ul style="list-style-type: none"> <li>○ assigning grades</li> <li>○ determining how to improve the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CLOs and CAs will be included in all syllabi using the syllabus template.</li> <li>• CARs/Scoring Guides/Rubrics should either be included in the syllabus or available to students on a website.</li> <li>• CARs/Scoring Guides/Rubrics for all TriModal courses and GE/LL courses will be completed.</li> <li>• Programs may develop alternate scoring guides/rubrics for courses. <u>The University Assessment Committee (UAC) will assist in that</u></li> </ul>

<p><i>INCLUDES</i></p> <p>Core Learning Outcomes (CLOs), Core Assessments (CAs) and Scoring Rubrics (Core Assessment Rubrics (CARs))</p> <p><i>and</i></p> <p>Other Course Learning Outcomes/Assessments/ Scoring Guides Developed by the Course Instructor</p>	<p>course</p> <ul style="list-style-type: none"> <li>o then improving the course (student learning)</li> </ul>	<p><u>effort. The UAC must endorse all alternative scoring guides.</u></p> <p><b>**NOTE:</b> The only limitation in the development of an alternative scoring guide / rubric is that it <u>must</u> contain criteria for determining the level of competence in:</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Communication</li> <li>3. Discipline             <ol style="list-style-type: none"> <li>A. Key discipline concepts</li> <li>B. Discipline terminology</li> <li>C. Essential technical skills as appropriate for the course.</li> </ol> </li> </ol>
<p>4</p> <p>CLOs / CAs / CARs / Scoring Guides</p>	<ul style="list-style-type: none"> <li>• Needed for TriModal Study to ensure that comparable artifacts are produced across different delivery formats and locations for evaluation of aggregated data about student learning</li> <li>• Needed to compare student learning in GE and LL courses</li> <li>• Needed to improve inter-rater reliability in order to demonstrate that the assessment data about student learning are valid</li> <li>o for the TriModal Study</li> <li>o for comparing learning in GE and LL courses</li> <li>o for other courses</li> </ul>	<ul style="list-style-type: none"> <li>• Twenty-five TriModal courses (roughly half of TriModal courses) will be included in the fall 2006 TriModal Study.             <ul style="list-style-type: none"> <li>o Most courses will have students from one 16-week section, two Online sections, and four face-to-face sections at multiple Campus Centers (to be rotated in subsequent terms). 7 sections X 25 courses X approx. 14 students/section = 2450 artifacts to review</li> <li>o For sections included in the study, artifacts will be sent to the Office of Institutional Research &amp; Assessment (IR&amp;A). This will be done either via ePortaro or another process developed by IR&amp;A. ePortaro will be more efficient, but the alternate is already in place. An additional staff member is being added to</li> </ul> </li> </ul>

		<p>[If faculty wish to check the reliability of the CARs/Scoring Guides for their courses (in addition to TriModal, GE or LL courses), they should notify the IR&amp;A office. That office will arrange additional evaluations of their course artifacts to determine the inter-rater reliability.]</p> <ul style="list-style-type: none"> <li>• Needed to document the outcomes of each program's assessment plan.</li> </ul>	<p>IT to work specifically on ePortaro.</p> <ul style="list-style-type: none"> <li>▪ The collection of artifacts (digital and hardcopy) will be coordinated by the IR&amp;A</li> <li>▪ Instructors will not submit their own scoring of the artifacts. Independent scoring will be arranged by the IR&amp;A.</li> <li>○ The TriModal results will be disseminated to the faculty and staff.</li> </ul>
5	Departmental Assessment Reports		<ul style="list-style-type: none"> <li>• Annual Program Assessment Reports will be due by July 2007. The reports will describe the evidence obtained from course-level and program-level assessment about student learning. The reports will also describe what actions are being taken based on that evidence to improve student learning.</li> </ul>