



Office of Assessment
Assessment Plan Item Definitions and Examples

Example 1: Degree Program (Basket Weaving BFA)

Definition	Example
<p>Goal: A broad statement of mission or purpose that serves as a guiding principle for a unit.</p>	<p>Students completing a degree in basket weaving will develop the knowledge and skills necessary to gain employment as a professional basket weaver.</p>
<p>Learning Objective: A specific, detailed statement of the expected knowledge or skills someone should gain as a result of receiving instruction or training.</p>	<p>Upon completion of the Basket Weaving BFA, students will be able to accurately demonstrate the four different basket weaving techniques: coiling, twining, plaiting, and wicker.</p>
<p>Indicator: The instrument, process, or evidence (direct or indirect) used by a unit to assess a learning objective.</p>	<p>Measuring Success in Capstone Course: Students will take a capstone course during the last semester of the Basket Weaving BFA. By the end of this semester, students will participate in hands-on demonstration. They will create baskets using the four techniques, along with choosing the correct traditional materials used for each technique. Up to 100 points will be awarded for accuracy of materials and techniques used. Each technique is worth up to 25 points. See attached locally-developed rubric for additional details.</p>
<p>Criterion: The specific level of expected attainment for a learning objective.</p>	<p>Measuring Success in Capstone Course: 80% of students will score 80% or better. Last year, only 75% of students scored 80% or better, due to confusion about the types of materials used for each technique. Additional time will be spent teaching this topic, so the criterion will remain the same as the last assessment cycle.</p>
<p>Findings: The collected information and data resulting from the unit's assessment measures (including whether an objective was met, what was discovered as a result of the assessment, and identified areas for improvement).</p>	<p>Increase in Students Meeting Requirements: Criterion was met. Overall, 85% of students scored 80% or better. This was a 10% increase from the prior year. We found that the increased instruction helped them to better understand the correct types of material to use. However, when disaggregating data, students were found to have lost points due to confusing two of the techniques (twining and plaiting).</p>
<p>Action: The next steps to be taken in response to specific assessment findings.</p>	<p>Since students lost points due to confusion between two of the basket weaving techniques, a mid-term project will be added to the capstone course. Students will be given one week to create four items using each of the techniques and appropriate materials. Since they can complete this at home, and they are able to use references, it will be worth fewer points, but it is expected to help with accurately completing the final in-class demonstration.</p>

Example 2: Academic/Student Support Unit (University Writing Center)

Definition	Example
<p>Goal: A broad statement of mission or purpose that serves as a guiding principle for a unit.</p>	<p>The writing center will help students become better writers and develop more confidence in their writing abilities.</p>
<p>Performance Objective: A specific, detailed statement of the expected attainment of non-learning tasks (e.g., satisfaction with service, attendance/participation levels).</p>	<p>As a result of working with writing center tutors, students will report an increase in confidence in their writing abilities.</p>
<p>Key Performance Indicator (KPI): The instrument, process, or evidence (direct or indirect) used by a unit to assess a performance objective.</p>	<p>Writing Center Survey: Students will complete the attached survey prior to their appointment to answer questions regarding confidence in writing abilities. The questions will consist of Likert scale items from 1 (very unconfident) to 5 (very confident). Students will then complete the same survey at the end of their first appointment and after each subsequent appointment during the semester. The associate director of the Writing Center will compile the results, and all staff members will review results and make suggestions for improvement.</p>
<p>Target: The specific level of expected attainment or success for a performance objective.</p>	<p>The expectation is that 90% of students will report an increase in confidence by at least one point on the Likert scale following the first appointment, and they will report an increase of at least three points by the end of the semester. This is the first time we are implementing this survey, so this KPI will be used as a benchmark for future assessments.</p>
<p>Results: The collected information and data resulting from the unit's assessment measures (including whether an objective was met, what was discovered as a result of the assessment, and identified areas for improvement).</p>	<p>Increase in Confidence Partially Met: Target was partially met. Although 95% of students reported at least a one-point increase in confidence following the first appointment, only 80% of students reported a three-point increase by the end of the semester (see attached breakdown of results; student identifying information is redacted). Upon further investigation, we found that most students only attended two appointments, allowing little time to work with them on their writing skills. Students who attended at least three appointments reported higher confidence.</p>
<p>Action: The next steps to be taken in response to specific assessment results.</p>	<p>When students attend the initial appointment, they will be encouraged to return for at least two follow-up appointments within the semester. The tutor will offer to schedule those visits before the student leaves, and the tutor will email and text appointment reminders to the student. The pre-post survey will not be changed, and the 90% target will remain for the next assessment cycle.</p>

In addition to goals, objectives, and related items, all units will complete two Plan for Continuous Improvement (PCI) items:

Update to Previous Cycle's Plan for Continuous Improvement (PCI):

A narrative updating the unit's progress in completing the previous cycle's PCI.

Notes:

- The update should provide a progress update, with relevant contextual information, for all items discussed in the previous cycle's PCI. The narrative should clarify whether items in the previous cycle's PCI were completed or not, and to what extent.
- The narrative included within this item should be in past tense.

Plan for Continuous Improvement (PCI):

A narrative summarizing all actions to be implemented into one coherent plan.

Notes:

- This new PCI should be specific and detailed; include a summary of all identified actions found within the current plan; include any new initiatives or other items that will be assessed in the next cycle; and provide contextual information or details about what the actions are, how and when they will be implemented, and who will be responsible.
- The narrative included within this item should be in future tense.