### Assessment Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Due Date</th>
<th>CAC Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit initial plan</td>
<td>2nd Friday Fall Qtr 2010</td>
<td></td>
</tr>
<tr>
<td>Conduct process</td>
<td>2010-11 academic year</td>
<td></td>
</tr>
<tr>
<td>Submit findings</td>
<td>6th Friday Spring 2011</td>
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</tbody>
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### Definitions/Instructions:

1. **Learning Outcome Goal**: One, or part of one, of a program’s adopted learning outcome goals as published in catalog or other program.

2. **Objective**: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.

3. **Strategy/Method of Measurement**: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).

4. **Performance Characteristics**: Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g., elements of writing, elements of effective oral presentation, elements of effective management of “x.”

5. **Scoring Levels (for Individual Student Performance)**: Set of defined scoring options used by evaluators to determine level of student achievement.

6. **Expectation Standard (collective performance of students)**: Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

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(continued)
### Definitions/Instructions:

1. **Observations from Summary Data**: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
2. **Conclusions about Student Learning**: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
3. **Actions Recommended Based on Observations**: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
4. **Plan and Timetable for Taking Action**: How will the recommended actions be implemented and in what timeframe?
5. **Overall Reflection on Assessment**: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students’ subsequent knowledge/skills/abilities?