

Assessment Plan Format Spring 2021

As part of their Department/Program Annual Report, each unit will provide a draft assessment plan. Please continue to follow this format for submitting any updates or changes to your original draft assessment plan. In a Word document (saved as Assessment Plan_NAME OF UNIT), your assessment plan should include the following:

1. **Learning Outcomes** (listed or pointed to with an included hyperlink or URL)
2. **Curriculum Map** (attached as a separate document or pointed to with an included hyperlink or URL)
3. **Learning Outcome Assessment Cycle** (by year) (attached as a separate document or linked to the completed template)

Include which courses will assess the learning outcome at the different levels of scaffolding (I, P, D), the general means (exam, essay, project), and an example rubric for year one. As you are developing your plan and rubric, include the next year's rubric along with the course and format in your assessment report.

The purpose is to demonstrate student learning, and to thus determine if your curriculum design is providing the pathway to gaining the knowledge/skills you expect your students to have as they complete your program. With FYEP, for example, the rubric used to evaluate first year writing samples was developed to reflect student growth over their time at PLU. We expect students to place earlier in the rubric at this point; a goal is to find writing examples to score in the capstone to demonstrate growth.

For those programs with developed rubrics for the capstone, backing out to find data points for growth earlier in the curriculum can help demonstrate where students are gaining baseline information from which to apply, synthesize, and evaluate within the discipline.

Ideally, data points should cross I, P, and D/M courses on the completed curriculum map. For example, many outcomes could be measured in an introductory course required of all students, in a methods course required of all students, and then in the capstone experience. It could be that these three courses move through the learning outcomes over a period of time as they are the consistent courses that all students take as the scaffolds through the curriculum.

Programs with a more scaffolded curriculum might see different learning outcomes measured across courses.

For this year's initial draft, it is recommended to include at least two data points for each learning outcome (Introduce, Demonstrate/Master). Faculty can work to determine where a "middle" data point might be best inserted as data is gathered and reviewed.

Example

	LO # 1	LO #2	LO #3	LO #4	Other data points
2020-21	<i>Introduce:</i> Course #; Assessment Type <i>Demonstrate/</i> <i>Master:</i> Course #; Assessment Type				(Senior Exit Survey, external test data, etc)
2021-22		<i>Introduce:</i> Course #; Assessment Type <i>Demonstrate/</i> <i>Master:</i> Course #; Assessment Type			
2022-23			<i>Introduce:</i> Course #; Assessment Type <i>Demonstrate/</i> <i>Master:</i> Course #; Assessment Type		
2023-24				<i>Introduce:</i> Course #; Assessment Type <i>Demonstrate/</i> <i>Master:</i> Course #; Assessment Type	
2024-25	Program review year one Begin new cycle during year two of process				