

# Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: UPHA/HSAD AY2011-12

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Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2010	
Conduct process	2010-11 academic year	
Submit findings	6th Friday Spring 2011	

## Assessment Plan

1 Learning Outcome Goal	2 Objective	3 Strategy/Method of Measurement	4 Performance Characteristics	5 Scoring Levels	6 Expectation Standard
CBA focus: Improve writing skills of students	<ol style="list-style-type: none"> <li>Students will be proficient in writing areas of content &amp; organization, word choice, fluency &amp; convention as defined in the attached rubric.</li> <li>To obtain a baseline to identify areas that are in need of further instruction/evaluation.</li> </ol>	<p>Faculty will inform the students of the assessment components and encourage them to use the HOW 12 book.</p> <p>Faculty will refer students to HOW 12 when there is an area for improvement.</p> <p>Faculty will evaluate the elements of proficient writing using the attached rubric.</p>	<p>Documentation by faculty that students have been notified of assessment.</p> <p>Student use of HOW 12 .</p> <p>Faculty reference student to HOW 12.</p> <p>Written work will be evaluated using the attached rubric.</p>	<p>Faculty will use the levels of proficiency on the attached rubric with the following criteria for each element (ex:: fluency element – paragraphs have thoughtful transitions)</p> <p>Excellent (5) = Present 100% of the paper.</p> <p>Proficient (4) = Present at least 90% of the paper.</p> <p>Adequate (3) = 85% of the paper.</p> <p>Needs Improvement (2) = 75% of the paper.</p> <p>Poor (1) = less than 76% of the paper.</p>	<p>At least 90% of the student papers will have an average paper score of 3.5.</p> <p>At least 95% of the students will have no less than 3.0 in each writing area (i.e., content &amp; organization, word choice, fluency &amp; convention).</p>

### Definitions/Instructions:

- Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
- Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
- 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).
- Performance Characteristics (criteria): 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."
- Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
- 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.

(continued)

## Assessment Report

7 Observations from Summary Data	8 Conclusions about Student Learning	9 Actions Recommended Based on Observations	10 Plan and Timetable for Taking Action	11 Overall Reflection on Assessment

### Definitions/Instructions:

7. 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.
8. 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?
9. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
11. 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?