A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark brown background.

CREATING YOUR COMPREHENSIVE ASSESSMENT PLAN

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Today's Objectives

We will discuss:

- The purpose of an assessment plan
- The elements involved in creating your plan
- How to create an assessment plan

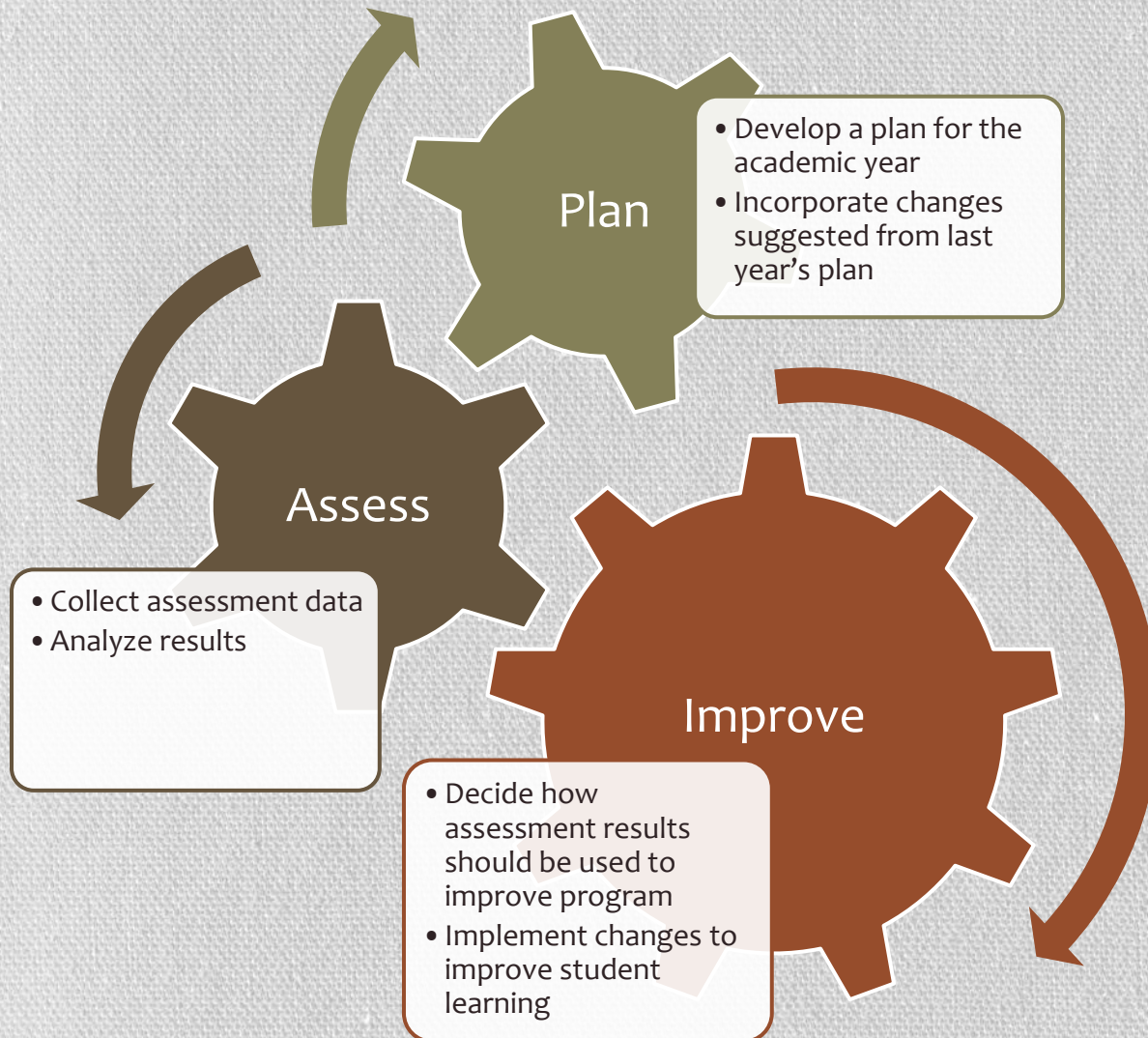
First Things First

- Who you are?
- Why you are here?
- What does your department/program want to achieve?
- Do your department/program have an assessment plan?

Outcomes Assessment:

- Ongoing / continuous process
- Designed to improve student learning
- NOT an evaluation of faculty members, students, programs, or courses
- Is useful
- Shows and demonstrates that students are ready to succeed in the real world
- Helps us to move from stories to data (based in fact)

Assessment Cycle



- Understanding the cycle is key to making it work for you!

- Assessment should be meaningful, manageable, measurable, and sustainable

What is an Assessment Plan?

A document that outlines:

- The **learning outcomes** for departments or programs
- The **assessment methods** used to demonstrate the achievement of each outcome
- The **timeframe** for collecting and reviewing the data (Complete program assessment should occur over a 5-7 year period)
- The **individual(s) responsible** for the collection/review of data

Why do We Need an Assessment Plan?

Purpose

- Provides a picture of what has been accomplished and what needs to be done
- Enhances the effectiveness of programs
- Facilitates process/documentation of outcomes assessment activities
- Breaks down assessment cycle into simpler tasks
- Helps to guide decision-making
- Helps to identify where support is needed

What is Included in an Assessment Plan?

There are no set rules for how to construct an assessment plan for your department/program

Typical Plans Include:

- **Which** outcomes are to be assessed each year
- **When** each outcome is to be assessed
- **What** evidence/samples of student work will be collected
- **How** you will collect evidence
- **When** and **where** student work will be collected
- **Who** will collect student work, analyze data, and summarize results/do reporting

Plans Should Be Flexible

Make it function for your department/program

- You don't need to assess every outcome every year
- You don't need to assess every student
- You don't need to assess every class
- You can collect evidence over several quarters, then evaluate
- If you have a large group of students
 - Random sampling

Will I Have Time to Assess?

- **Embedded in course/student work**
 - Anything a student does in a course that counts towards the course grade or degree program
 - Advantages
 - Normal part of student work
 - No extra work for faculty and students
 - No extra cost for department
 - Assessment process invisible to students
- **Added assessments in course/student work**
 - Additional work for students & faculty
 - Sample may not be representative or present an accurate picture
 - Ex: standardized test

Effective Assessment Plans

- **Multiple methods of assessment**, including direct and indirect
 - Indirect: Gathering information from students on their thoughts, attitudes, perceptions, in relation to the course/program
 - Direct: Examining work produced by students to determine whether it meets the course/program outcomes
- **Faculty should be involved** in the process
- Assessment results should lead to **course/program Improvement** and **informed decision-making**

Thank You for Attending

If you have any questions, please contact:

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- **OA Website at:** http://www.clark.edu/tlc/outcome_assessment/