Planning & Implementing an Assessment Project

Sample Plan

1. **Assessment Question(s) and/or Goal(s) of Assessment Activity.** Given the outcome(s) being assessed, what does the program want to find out? Create a question(s) that is meaningful to faculty members or intended users.

   **To what extent are seniors meeting outcome #1?**

2. **Intended Uses for the Assessment Results & Primary Users of the Assessment Results**
   a. List the intended uses for the assessment results such as the specific actions that might be taken if the criteria for success are not met.
   b. List the primary users of the assessment results.

   **If results do not meet our standards:**
   - Curriculum Comm. will considering adding a pre-req course.
   - Assessment Comm. will review curriculum map to identify additional places to emphasize outcome #1.

3. **Criteria for Success.** State the target or the minimum results needed to indicate program success on this outcome or assessment question. (E.g., 90% will receive a “4” or “5” score on the Oral Presentation Rubric.) Or, indicate that results will serve as baseline data. *TIP: Use the first assessment project to establish a baseline.*

   **95% of the student products will meet “acceptable” or “capstone” standards (as described in the Capstone Rubric).**

4. **Method(s) to Collect Evidence.** Brief description of what will be collected, how, and by whom.

   **Faculty teaching the senior capstone will use a common assignment and rubric. They will evaluate students using the Capstone Rubric. They will use a Google form to send 10 randomly-selected students’ scores to the assessment coordinator.**

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**Best Practices #5 & 2:** Involve faculty members at a department meeting to shape the assessment question/goal. Start with one outcome to keep the assessment manageable. Conduct a pilot project first.

**Best Practice #1:** Brainstorm possible uses of results with the assessment team.

**Best Practice #3:** Keep the workload manageable by sampling, using existing student work, and effectively using technology.
5. **Method to Analyze/ Evaluate.** Brief description of how the evidence will be analyzed or evaluated and by whom. (When applicable, include the scoring criteria or rubric with this plan.) Examples of methods to analyze or evaluate evidence: apply a rubric, score a multiple-choice test, external evaluation by national testing agency, analyze interview transcripts, summarize survey responses.

The assessment coordinator and faculty members teaching a capstone section will meet to create a common assignment and agree upon the Capstone Rubric. They will also look at students’ completed projects from last year to set the minimum standard for quality work.

6. **Timeline.** List the date or month/year in which the following assessment activities will take place:
   a. data collection,
   b. data analysis,
   c. presentation, discussion, and interpretation of results, and
   d. use of results.

   [See timeline]

7. **Assessment Team members.** List the name(s) of those who will oversee collecting, analyzing, reporting, and using results. (Option: add names to the timeline above.)

   Jenifer – liaise with faculty teaching the capstone sections
   Andy – Google Forms, collect and aggregate data
   Ross – write report and lead presenter

8. **Program Size and Sampling Technique**
   a. State the number of students in the program or the number who graduate each year.
   b. If evidence will be collected from a subset of students (i.e., a sample), describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).

   Approximately 80 graduates each year. 30 students will be randomly selected from the spring capstone course (10 from each capstone section).