Creating Assessment Plans
<table>
<thead>
<tr>
<th>Levels of Assessment</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Institutional Assessment</strong></td>
<td>• Determination of institutional performance</td>
</tr>
<tr>
<td><strong>Program Assessment</strong></td>
<td>• Determination of how well an academic program is meeting student learning outcomes</td>
</tr>
<tr>
<td><strong>Course Assessment</strong></td>
<td>• Determination of how well a course is meeting student learning outcomes and objectives</td>
</tr>
<tr>
<td><strong>Classroom Assessment</strong></td>
<td>• Determination of individual student performance at course level by instructors</td>
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</tbody>
</table>

**Includes General Education**

- To Improve
- To Inform
- To Prove
- To Support
Types of Assessment

Pre Assessment (Early)
• What do students know?

Formative Assessment (Midpoint)
• What are students learning?

Summative Assessment (Exit)
• What have students learned?
Six Fundamental Questions

• How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
• What evidence do you have that students achieve your stated learning outcomes?
• In what ways do you analyze and use evidence of student learning?
• How do you ensure shared responsibility for student learning and for assessment of student learning?
• How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
• In what ways do you inform the public and other stakeholders about what and how well your students are learning?
The Assessment Process

Provide Opportunities for Learning: faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum.

Describe selected methods: faculty identify both direct and indirect evidence, and assessment tool, for each learning outcome.

Gather Data: faculty develop timeline for gathering assessment data; pre, formative, and/or summative assessment.

Evaluate and Interpret Data: faculty and staff collaborate to interpret assessment data and develop strategies to improve student learning opportunities.

Plan Improvements: faculty and staff implement strategies to improve student learning; changes to curriculum or pedagogy.

Reflection: Faculty and staff reflect on the strategies implemented and determine impact.
Elements of an Assessment Plan: Mission

• Mission Statement
  • A statement that defines the purpose of the program and includes general values and guiding principles. Each program is expected to formulate a mission statement. Student Learning outcomes derive from a program’s mission.

• Consider:
  • What the program will do to make their core values and their real-world implications into a reality.
  • Include a description of the education that is envisioned for its students.
  • Should be as long as necessary to articulate the most basic purposes of the program.
Writing Program Mission Statements

The mission of (name of your degree program) is to (purpose) by providing (functions or activities) to (your stakeholders).
The LSU Counselor Education program prepares students to function as professional counselors in a variety of human service settings such as schools, college counseling centers, mental health treatment facilities, and private practice. Our program prepares students to meet the mental health needs of clients in the state of Louisiana and nationally. Our goal is to prepare students to master the knowledge and skill areas specified by current preparation standards and best practices in the counseling profession. Graduates use their knowledge and skills to help individuals, couples, and families from diverse populations to enhance life adjustment, foster personal growth and wellness, promote social justice and advocacy, and expand competencies in coping with environmental demands across the life span.
Elements of an Assessment Plan:
Student Learning Outcomes

• Emphasize essential skills developed over time
  • Not restricted to a single course or learning experience
• Demonstrate acquisition of specific disciplinary/professional knowledge and skills necessary after taking the degree
  • Ask: “What makes a graduate of the program able to function and learn in a specific discipline/profession after the degree?”
• Be written in the SMART way
• Include ‘action’ verbs such as Bloom’s to view student performance
• Focus on the few things that have the greatest impact
SMART Outcome Hierarchy

Graduates will be able to understand and communicate with others, analyze and solve problems, and make socially responsible decisions based on literacies in the arts, humanities, and sciences.

RESULTS-ORIENTED

Upon completion of the BS in Secondary Education, students will

TIME-BOUND

Program Outcome: write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. Target: 90% will achieve Milestone Level 3 on the Written Communication VALUE Rubric

SPECIFIC and ATTAINABLE

Course Outcome: Students will describe the history, role, and purpose of legal aspects in Higher Education. Method: Students will write a 4-6 page essay on a legal aspect topic in Higher Education.

MEASURABLE
Program SLO Example

• Students will have an understanding of how to communicate effectively to accomplish organizational and professional objectives.

• Upon completion of the BS in Secondary Education, Students will write, speak, and design products to effectively accomplish organizational and professional objectives.

NOTE: At minimum, all degree programs and stand-alone certificates must articulate at least three student learning outcomes and have at least one direct measure per outcome.
Elements of an Assessment Plan: Curriculum / Artifact Map

**Curriculum Map**
- A map links all program student learning outcomes to program courses.
- It’s clear in the map where outcomes are covered (or not covered) in the Curriculum.
- The level of exposure is identified for each outcome.

**Artifact Map**
- A map that links direct evidence to both program courses and discrete program student learning outcomes
- Identifies what and when assignment(s) will be collected for programmatic assessment
<table>
<thead>
<tr>
<th></th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 4</th>
<th>Outcome 5</th>
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<tbody>
<tr>
<td>Course 1100</td>
<td>I</td>
<td>R</td>
<td>I</td>
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<td>Course 1200</td>
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<td>Course 1500</td>
<td>M</td>
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<td>R</td>
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I = Outcome is introduced  
R = Outcome is reinforced  
M = Outcome is mastered
Direct Evidence (Artifacts) for Mapping

• The direct evidence (artifact) that is chosen for programmatic assessment, per outcome.

• Examples of direct evidence (course assignments that require performance of learning):

<table>
<thead>
<tr>
<th>Capstone projects</th>
<th>National/state normed exams</th>
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<tbody>
<tr>
<td>Case studies</td>
<td>Portfolios</td>
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<td>Dissertations</td>
<td>Pre-Post Tests</td>
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<td>Essays</td>
<td>Reflective Essays</td>
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<tr>
<td>Embedded test questions</td>
<td>Research</td>
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<tr>
<td>Licensure/Certification testing</td>
<td>Thesis</td>
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<tr>
<td>Program Outcomes / Courses</td>
<td>Outcome 1</td>
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<tr>
<td>----------------------------</td>
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<tr>
<td>Course 1100</td>
<td>I (A): Final Exam</td>
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<td>Course 1200</td>
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<tr>
<td>Course 1300</td>
<td>R</td>
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<tr>
<td>Course 1400</td>
<td>M</td>
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<tr>
<td>Course 1500</td>
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</tbody>
</table>

Artifact Map

I = Outcome is introduced
R = Outcome is reinforced
M = Outcome is mastered
(A) = Outcome is assessed
Best Practices

• Build in practice and multiple learning trials for students: I, R, M
• Start with the curriculum map and build to include the learning opportunities (direct evidence/artifacts).
• Allow faculty members to teach to their strengths. Determine which course/instructor is best suited to teach particular outcomes.
• Question what the map is showing you. Are all courses highly valued? Are there any courses that do not ‘teach’ a learning outcome?
• Set priorities as a department/program. Everyone working together toward common outcomes can increase the likelihood that students will meet or exceed expectations.
• Communicate: Publish the curriculum map and distribute to students and faculty.
• Communicate: Each faculty member can make explicit connections across courses for the students. Remind students what they were introduced to in another course and explain how the current course will have them practice or expand their knowledge.

Adapted from the University of Hawaii at Manoa, Office of Assessment
Elements of an Assessment Plan: Three-Year Plan with Measures

• At minimum, programs are expected to assess all stated program student learning outcomes over a three-year cycle.

• The three-year cycle planning allows programs the flexibility to focus on a subset of student learning outcomes each year. The plan identifies the specific year that each stated outcome will be assessed over a three-year period.

• A description of the assessment measure(s) for each student learning outcome should be included.
## Three-Year Plan with Measures

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<tbody>
<tr>
<td>SLO 1</td>
<td>X</td>
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<td>Embedded test questions</td>
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<td>Reflective Essays</td>
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<tr>
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<td>Essay</td>
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<tr>
<td>SLO 6</td>
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<td>X</td>
<td>Portfolio</td>
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Three-Year Plan with Measures (detailed)

|-------------|-----------|-----------|-----------|----------|
| SLO 1       | X         |           |           | **Data point 1:** Sample of Embedded questions on Final Exam (Short Answer), gathered every semester, assessed once every three years using the AAC&U critical thinking rubric  
**Data point 2:** Grades/GPA, all students, every semester |
| SLO 2       |           | X         |           | **Data Point 1:** Sample of Final Writing Assignment (Lab Report), gathered every semester, assessed once every three years using the AAC&U quantitative literacy rubric  
**Data Point 2:** Student perspective survey, all students, every semester |
| SLO 3       |           |           | X         | **Data Point 1:** Sample of Final Writing Assignment (Paper), gathered every semester, assessed once every three years using the AAC&U critical thinking rubric  
**Data point 2:** Sample of jury reviewed capstone portfolios, gathered every semester, assessed once every three years using a combined version of the critical thinking and quantitative literacy rubrics  
**Data point 3:** Grades/GPA, all students, every semester |
Additional Items to Consider

• Assessment Oversight
  • Central assessment coordinator(s)/committee charged with oversight responsibilities for assessment is identified

• Dates
  • include a minimum of one date for collection of data,
  • annual date for planning improvement actions
  • annual date for dissemination and analysis/interpretation of assessment results (when, where, what and how)

• Appendices
  • Complete assessment plan, curriculum/artifact map, and tools used to gather evidence (rubrics, scoring guides, surveys, etc.), and/or minutes from faculty meetings where assessment was discussed
Intentional Planning

• Mapping and Coordinating
  • If the learning outcome is important, a single exposure isn’t enough
  • Map courses/learning experiences to outcomes, from program entry to program exit
    • Determine how entry experiences are different from exit experiences
      • What difference is expected in student response?
      • Plan to assure student’s development of outcomes from program entry to exit
  • Consider how courses, classroom instruction might be coordinated with co-curricular activities

• “Learning” =
  what students know (content knowledge) +
  what they can do with what they know (performance)

• Performance-based assessment captures both components
• Content knowledge assessment captures only half of the learning
Planning is Key

• Aligning assignments to objectives, objectives to courses, courses to program outcomes leads to intentional learning.

• Integrating assessment of student learning into current existing initiatives is essential.

• Assessment is about continuous improvement - how can you improve if you don’t know what you need to improve upon?
Assessment for Learning Workshops

- Foundation and Fundamentals of Student Learning Assessment
- Curriculum Mapping
- Building Rubrics
- Developing Student Learning Outcomes

Register at training.lsu.edu
Join us for Geaux Assess Coffee Talks every month from 8-9am in 336 T Boyd Hall (fall/spring semesters only).

This is an informal opportunity for colleagues to share their assessment for learning experiences, ask questions about Taskstream, or just enjoy good company and good coffee.

No reservation needed – just show up.
Getting in touch is easy!

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