



Mission

LiveText Tab 1 | Due: January 20, 2017

The University’s Mission, Vision, and Values will be provided within LiveText. Programs may provide the Department Missions, as applicable.

- Mission: The highest aims, intentions, and activities of the College, Department, or Program.

Table with 3 columns: The MISSION is considered DEVELOPING if ..., The MISSION is considered ACCEPTABLE if ..., The MISSION is considered EXEMPLARY if ...

Assessment Plan

LiveText Tab 2 | Due: January 20, 2017

Identify Standards / Outcomes (if applicable) as well as Goals / Objectives, Legends, Assessment Measures, and Criterion for Success.

- Standards / Outcomes (optional): University-level outcomes (such as from Strategic Plan).
- Goals / Objectives: Formerly Outcomes/Objectives. Description of what the entity hopes to accomplish or reach over an extended period of time. Objectives are active-verb descriptions of a specific point or task the unit will accomplish or reach.
- Legend: Identifies the type of objectives (Student Learning Outcome [academic], Program Objective [academic], or Outcome/Objective [administrative]).
- Assessment Measures: Source of evidence used to assess the Goals / Objectives (drop-down list).
- Criterion for Success: Formerly Targets. Describes the measurement tool as well as the overall level for satisfactory performance on a Goal / Objective-Assessment Measure combination.

Table with 3 columns: The GOALS / OBJECTIVES are considered DEVELOPING if they..., The GOALS / OBJECTIVES are considered ACCEPTABLE if they..., The GOALS / OBJECTIVES are considered EXEMPLARY if they...



The ASSESSMENT MEASURES are considered DEVELOPING if they...	The ASSESSMENT MEASURES are considered ACCEPTABLE if they...	The ASSESSMENT MEASURES are considered EXEMPLARY if they...
<ul style="list-style-type: none"> <li><input type="checkbox"/> Do not include an assessment measure for some goals / objectives.</li> <li><input type="checkbox"/> Include no or few “direct” assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Include at least one assessment measure or measurement approach per goal / objective.</li> <li><input type="checkbox"/> Utilize “direct” and “indirect” measures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Include multiple measures for some or all goals / objectives.</li> <li><input type="checkbox"/> Utilize “direct” and “indirect” measures; emphasis on “direct”.</li> </ul>
The CRITERION FOR SUCCESS are considered DEVELOPING if they...	The CRITERION FOR SUCCESS are considered ACCEPTABLE if they...	The CRITERION FOR SUCCESS are considered EXEMPLARY if they...
<ul style="list-style-type: none"> <li><input type="checkbox"/> Have not been identified for every assessment measure, or are not aligned with the assessment measure.</li> <li><input type="checkbox"/> Seem off-base (too high / too low).</li> <li><input type="checkbox"/> Are vague or subjective (e.g.: “improve”, “satisfactory”), making it difficult to tell if met.</li> <li><input type="checkbox"/> Are aligned with assessment process (e.g. survey return rate, number of papers reviewed), rather than results.</li> <li><input type="checkbox"/> Include questionable methodology.</li> <li><input type="checkbox"/> Describe assessment instruments vaguely.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have been identified for every assessment measure.</li> <li><input type="checkbox"/> Are aligned with most measures and/or objectives.</li> <li><input type="checkbox"/> Establish a level of success.</li> <li><input type="checkbox"/> Include criteria that is specific and measurable, but may not be derived from a baseline, causing it to be too high/too low.</li> <li><input type="checkbox"/> Are described with sufficient detail, but implementation may need further planning.</li> <li><input type="checkbox"/> Use supporting documents to provide additional information (such as samples of the assessment instruments [e.g. survey questions, etc.]).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have been identified for every assessment measure.</li> <li><input type="checkbox"/> Are aligned with all measures and outcomes.</li> <li><input type="checkbox"/> Represent a reasonable level of success.</li> <li><input type="checkbox"/> Include criteria that is specific, measurable, and meaningful (based on benchmarks, previous results, existing standards).</li> <li><input type="checkbox"/> Describe how the instruments reflect good research methodology.</li> <li><input type="checkbox"/> Are feasible – existing practices used where possible; at least some measures and criteria apply to multiple outcomes.</li> <li><input type="checkbox"/> Are purposeful – clear how potential results could be used for departmental improvement.</li> <li><input type="checkbox"/> Are described in sufficient detail and samples of the assessment instrument (e.g. survey questions, etc.) are provided.</li> </ul>

**Results & Improvement**

LiveText Tab 3 | Due: September 15, 2017

For each Assessment Measure, determine if the criterion has been Met or Not Met, and provide an explanation of Findings (in the “Summary” field). Additionally, record new Improvement Narratives by selecting an Improvement Type and providing an explanation (in the “Summary” field).

- **Findings “Summary”:** Assessment results for comparison of actual versus expected achievement level.
- **Improvement Narrative:** *Formerly Action Plans.* Identification of the specific type of improvement (drop-down list), as well as an explanation of the plan for improvement.



The FINDINGS are considered DEVELOPING if they...	The FINDINGS are considered ACCEPTABLE if they...	The FINDINGS are considered EXEMPLARY if they...
<ul style="list-style-type: none"> <li><input type="checkbox"/> Are incomplete or includes too much information.</li> <li><input type="checkbox"/> Are not clearly aligned with assessment measures and criterion for success.</li> <li><input type="checkbox"/> Draw questionable conclusions, or are unclear about whether met or not met.</li> <li><input type="checkbox"/> Provide questionable data collection / analysis, or “gloss over” data to arrive at conclusion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are complete and organized.</li> <li><input type="checkbox"/> Are aligned with the language of the corresponding assessment measures and criterion for success.</li> <li><input type="checkbox"/> Address whether met or not met.</li> <li><input type="checkbox"/> Contain too much detail or stray slightly from intended data set.</li> <li><input type="checkbox"/> Provide some supporting documentation of the assessment event.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are complete, concise and well-organized.</li> <li><input type="checkbox"/> Include appropriate data collection / analysis.</li> <li><input type="checkbox"/> Align with the language of the corresponding measure / criterion.</li> <li><input type="checkbox"/> Provide solid evidence that criterion were met or not met.</li> <li><input type="checkbox"/> Compare new findings to past trends, as appropriate.</li> <li><input type="checkbox"/> Provide supporting documentation for all findings.</li> </ul>

The IMPROVEMENT NARRATIVES are considered DEVELOPING if they...	The IMPROVEMENT NARRATIVES are considered ACCEPTABLE if they...	The IMPROVEMENT NARRATIVES are considered EXEMPLARY if they...
<ul style="list-style-type: none"> <li><input type="checkbox"/> Do not define the Improvement Type.</li> <li><input type="checkbox"/> Do not clearly relate to Findings “Summary”.</li> <li><input type="checkbox"/> Seem to offer excuses for results rather than thoughtful interpretation or “next steps” for program improvement.</li> <li><input type="checkbox"/> Are too general and lack details (e.g. time frame, responsible party).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select at least one Improvement Type for each Finding “Summary”.</li> <li><input type="checkbox"/> Summarize the Improvement Type.</li> <li><input type="checkbox"/> Reflect (with sufficient depth) improvements for the program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Define multiple Improvement Types for each Finding “Summary”, as applicable.</li> <li><input type="checkbox"/> Summarize the Improvement Type in relation to the Objective / Assessment combination, and projects the desired outcome.</li> <li><input type="checkbox"/> Exhibit an understanding of the implications of assessment findings.</li> <li><input type="checkbox"/> Identify an area that needs to be monitored, remediated, or enhanced and defines logical “next steps”.</li> <li><input type="checkbox"/> Identify completion dates, responsible person/group.</li> </ul>

**Reflection**

LiveText Tab 4 | Due: September 15, 2017

The Reflection section (formerly Analysis Questions), includes the following five questions:

- 1) How were assessment results shared in the unit? (select all that apply)
- 2) How frequently were assessment results shared in the unit? (select one)
- 3) With whom were assessment results shared? (select all that apply)
- 4) What were the measurable or perceivable effects on your current findings (2016-2017) based on your prior action plans (created in 2015-16 or earlier)?
- 5) What has the unit learned from the current assessment cycle?

**Attachments**

LiveText Tab 5

The Attachments section is available to upload any supporting documentation, such as internal strategic plans or priorities, or specific assessment measures (such as rubrics, surveys, etc.). There is no limit to the number of documents that can be uploaded, but each file size is limited to 1GB.