



**Mission**

LiveText Tab 1 | Due: January 20, 2017

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

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

The MISSION is considered <b>DEVELOPING</b> if ...	The MISSION is considered <b>ACCEPTABLE</b> if ...	The MISSION is considered <b>EXEMPLARY</b> if ...
<input type="checkbox"/> None provided.	<input type="checkbox"/> College or Department / Program Mission is provided.	<input type="checkbox"/> College and Department / Program missions are provided, and align with University Mission.

**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): Program-level outcomes defined by accreditation bodies.
- **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.

The GOALS / OBJECTIVES are considered <b>DEVELOPING</b> if they...	The GOALS / OBJECTIVES are considered <b>ACCEPTABLE</b> if they...	The GOALS / OBJECTIVES are considered <b>EXEMPLARY</b> if they...
<input type="checkbox"/> Describe a process or provides history, rather than an outcome (i.e.: language focuses on what the program does, rather than what the student learns). <input type="checkbox"/> Are difficult to determine how the outcome will be met. <input type="checkbox"/> Are incomplete (does not address the breadth of knowledge, skills, or services associated with the program). <input type="checkbox"/> Do not seem aligned with the program mission. <input type="checkbox"/> Do not include a mix of “student learning outcomes” and “program outcomes” <input type="checkbox"/> Have an unreasonable (fewer than three) or unmanageable (greater than seven) number of goals / objectives.	<input type="checkbox"/> Are observable, measurable, and appropriate, but language may be vague or needs revision. <input type="checkbox"/> Encompass the mission of the program and/or the central principles of the discipline. <input type="checkbox"/> Describe the level of mastery expected. <input type="checkbox"/> Are aligned with department / college mission. <input type="checkbox"/> Include a mix of “student learning outcomes” and “program outcomes”. <input type="checkbox"/> Have a minimum of three goals / objectives.	<input type="checkbox"/> Are observable, measurable, appropriate, and use meaningful action verbs. <input type="checkbox"/> Encompass a discipline-specific body of knowledge; focus on the cumulative effect of the program. <input type="checkbox"/> Describe the level of mastery expected, appropriate to degree type. <input type="checkbox"/> Are aligned with department / college mission, university goals, and with professional organizations, where applicable. <input type="checkbox"/> Accurately classify each goal / objective as either “student learning outcome” or “program outcome”. <input type="checkbox"/> Has reasonable number of outcomes identified – enough to adequately encompass the mission while still being manageable to evaluate and assess (between 3-7 objectives).



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> <li><input type="checkbox"/> Include course grades as an assessment measure.</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. rubrics, assignments, 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 program improvement.</li> <li><input type="checkbox"/> Are described in sufficient detail and samples of the assessment instrument (e.g. rubrics, assignments, 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.