

Sample Assessment Plans

Board of Regents Retreat
Spring 2012

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Assessment Plan Content

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Academic Unit Assessment Plan

School or College: Liberal Arts & Behavioral Science

Program: Bachelor of Arts in Theatre

Goals	Student Learning Outcomes/ Objectives	Metric	Target	Finding	Action Plan
			2009-10	2009-10	
<p>Goal 1. To give students a broad overview of African American Drama to heighten the students' knowledge of the social conditions that influenced, and gave birth to African American theatre (Black Drama)</p>	<p>Students will demonstrate knowledge of the origin, history and key figures of African American theatre</p>	<p>Knowledge assessment in TH/C 339 scores</p>	<p>70% of students score 70% or higher on the assessments</p>	<p>83% of students (n=24) scored at least 70% on assessments</p>	<p>Based on 2007-2009 Finding Continue review of curriculum for alignment with program goals Based on 2009-2010 Finding Review assessment instruments for completeness of coverage</p>

Academic Unit Assessment Plan

School or College: Pharmacy & Health Sciences

Program: Bachelor of Science in Environmental Health

Goals	Student Learning Outcomes/ Objectives	Metric	Target		
			2010-11	2011-12	2012-13
<p>Goal 1. Technical, scientific, problem solving skills</p> <p>Students will demonstrate knowledge of key technical, scientific and problem solving concepts of environmental health</p>	<p>1. Students will demonstrate concepts and principles of environmental toxicology/ environmental chemistry /health physics and solid waste management</p>	<p>Average rating for course embedded assessment HSEH 450 Environmental Toxicology, HSEH 344 Environmental Chemistry, HSEH 234 Health Physics, HSEH 431 Solid Waste Management</p>	<p>80% of students will achieve a mean score of 75% or higher</p>	<p>In Progress</p>	<p>In Progress</p>

Academic Unit Assessment Plan (cont.)

School or College: Pharmacy & Health Sciences

Program: Bachelor of Science in Environmental Health

Findings			Action Plan	Reference Document
2010-11	2011-12	2012-13		
84% of students received 75% or higher	In progress		1) introduce class assignments that will review key concepts and principles e.g. case and field studies 2) require class projects that will demonstrate course competency	Syllabi and embedded course grid for courses HSEH 450/344/234/431

Academic Unit Assessment Plan

School or College: Public Affairs

Program: PhD Administration of Justice

Goals	Student Learning Outcomes/Objectives	Metric	Target		
			2010-11	2011-12	2012-13
<p>Goal 1 To prepare students to attain in-depth knowledge of administration of justice and related fields in preparation for teaching positions at the university level.</p>	<p>Students will be able to demonstrate comprehensive knowledge about administration of justice agencies, processes, and social influences.</p>	<p>Theory component of the Qualifying Examination</p>	<p>80% of the students will pass the Theory component of the Comprehensive Examination</p>	<p>80% of the students will pass the Theory component of the Comprehensive Examination</p>	<p>80% of the students will pass the Theory component of the Comprehensive Examination</p>

Academic Unit Assessment Plan_(cont.)

School or College: Public Affairs

Program: PhD Administration of Justice

Findings			Action Plan	Reference Document
2010-11	2011-12	2012-13		
63% (5 out of 8) of the students passed the Theory component of the exam	In Progress		<p>2010-2011: The target for this learning outcome was missed by 17%. To improve on future performance and to retain continuous improvement, faculty conducted seminars with students that identified and addressed areas of weaknesses in teaching and learning of Theory.</p>	Student Comprehensive exam report, Fall 2010 and Spring 2011

Academic Unit Assessment Plan

School or College: Law

Program/Institution: Earl Carl Institute (EDI)

Goals	Student Learning Outcomes/ Objectives	Metric	Target		
			2010-11	2011-12	2012-13
<p>Goal 1 Provide academic support to students through ECI advocacy programs and research and writing projects to improve bar passage rates</p>	<p>Improve student performance on the bar examination. Improve student performance on interim assessments and exit measures of competency</p>	<p>Percentage increase in the bar passage rate by ECI students Measures of student performance on general education assessments such as initial interviews, monthly skills based assessments, and exit interviews and end of semester assessment instruments</p>	<p>Bar passage rate for ECI employed law students will exceed 75% N/A – no formal assessment instruments were utilized during this period</p>	<p>Bar passage rate for ECI employed law students will increase by 5% Student performance will improve by 25% over the period of the student's employment</p>	<p>Bar passage rate for ECI employed law students will increase by 5% Student performance will improve by 25% over the period of the student's employment</p>

Academic Unit Assessment Plan (cont.)

School or College: Law

Program/Institution: Earl Carl Institute (EDI)

Findings			Action Plan	Reference Document
2010-11	2011-12	2012-13		
Achieved 81% bar passage rate	In Progress		<p>2010-2011: Created a more comprehensive orientation program for students over the course of two days as opposed to the prior approximately 2 hour orientation</p> <p>Mandated weekly meetings with students to provide feedback from supervising ECI staff</p> <p>Created a formal exit interview; began work on creating student assessment tools to assess student learning at monthly intervals</p>	<p>R1 Spreadsheet of student employees per academic year with bar passage information</p> <p>R2 Student orientation agenda and materials</p> <p>R3 Assessment tools and summary of data derived from each such instrument and summary of exit interviews</p>
N/A – no formal assessment instruments were utilized during this period				