

## Assessment Cycle and Plan Resources for Academic Programs

### Contents

Assessment Cycle .....	2
Connecting the Assessment Cycle to an Assessment Plan .....	3
Assessment Plan Guidelines Checklist .....	4
UNC Assessment Plan Template & Example.....	5

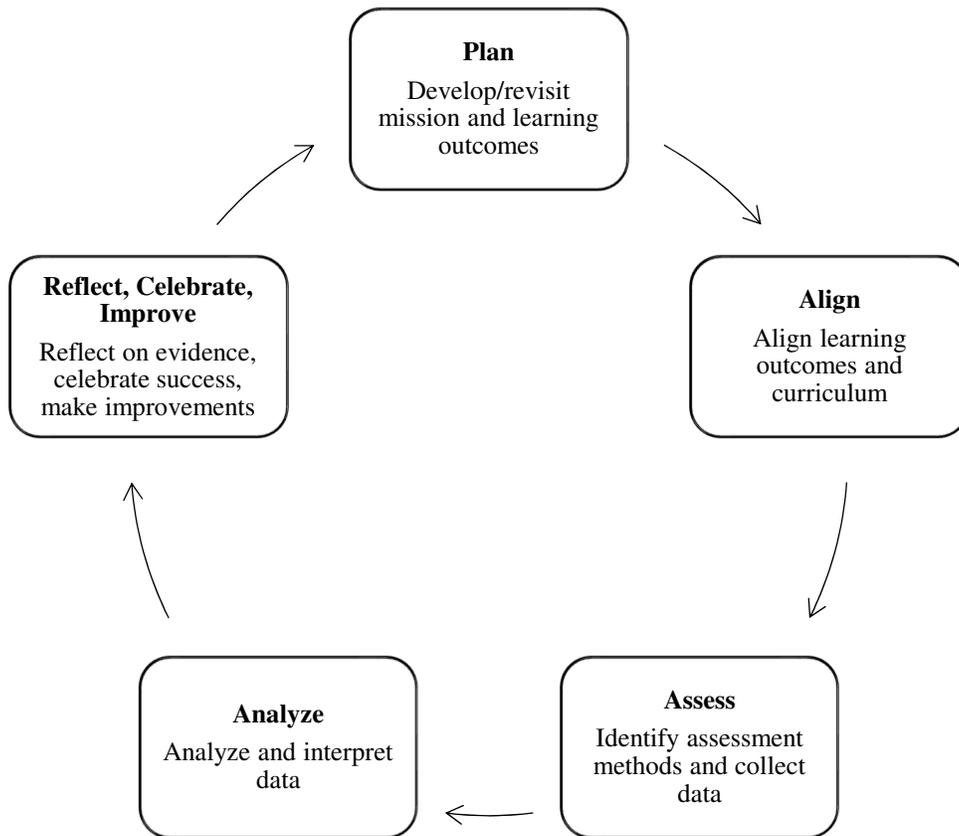
## Assessment Cycle

### Definition of assessment

Assessment of student learning is an ongoing process to collect and review information about student learning for the purposes of:

1. improving programs, services, and activities; and
2. identifying and celebrating what is working.

The ongoing, cyclic nature of assessment is summarized in the figure below.



## Connecting the Assessment Cycle to an Assessment Plan

### What is an assessment plan?

An assessment plan is a document that helps programs plan and implement assessment of student learning. An assessment plan has components for each step in the assessment cycle. The table below shows each step in the assessment cycle and the associated assessment plan components. An example of a completed assessment plan can be found later in this document.

Assessment Cycle	Assessment Plan	
	Plan Component	Component Description
<b>Step 1. Plan</b> Develop/revisit mission and learning outcomes	Mission Statement	Describes program activities, describes the purpose of those activities (i.e., what program hopes to achieve), describes who benefits from the program activities (stakeholders), and describes the program's values. The mission should also serve as a foundation for student learning outcomes and be aligned with college and institutional missions.
	Student Learning Outcomes	The knowledge, skills, and dispositions (i.e., values and attitudes) students are expected to develop by the end of the academic program.
<b>Step 2. Align</b> Align learning outcomes and services	Curriculum Map	A table showing in which courses and other experiences (e.g., internship) students have an opportunity to learn the concepts in the learning outcomes.
<b>Step 3. Assess</b> Identify assessment methods and collect data	Data Collection Plan	Identify methods to assess student learning. Plan when, how, by whom, and in what venue assessment information will be collected.
<b>Step 4. Analyze</b> Analyze and interpret data	Analysis Plan	A plan that shows when data will be collected analyzed and by whom.
<b>Step 5. Reflect, Celebrate, Improve</b> Reflect on evidence, celebrate success, make improvements	Data Reporting and Action Plan	A plan that shows when data will be reported to relevant stakeholders and when assessment results will be used to modify/improve services and activities and celebrate successful services and activities.

## Assessment Plan Guidelines Checklist

- 1. Mission Statement**
  - a. Identifies program
  - b. States purpose of program
  - c. Identifies stakeholders
  - d. Identifies program values
  - e. Serves as foundation for SLOs
  - f. Written in non-technical language
- 2. Student Learning Outcomes**
  - a. Support program mission
  - b. Directly related to discipline/program
  - c. Observable and measurable (action verbs)
  - d. Avoid combining multiple outcomes
  - e. Describes capstone knowledge, skills, dispositions
  - f. Short and concise
  - g. Follows a suggested format
- 3. Curriculum Map**
  - a. A matrix is used.
  - b. A taxonomy is used to show the relationship between courses and SLOs.
  - c. All program SLOs are included.
- 4. Data Collection Plan: Assessment Methods**
  - a. A specific method is identified for SLOs.
  - b. All SLOs are assessed by a direct method.
  - c. No final course grades or completions are used.
- 5. Data Collection Plan: Performance Criteria**
  - a. Performance criteria are present for each method.
  - b. Criteria are appropriate to the assessment method.
  - c. Criteria use recommended format: " \_\_\_% of students will earn a grade/rating of \_\_\_ or higher on the \_\_\_ [add name of exam, project, survey]"
- 6. Data Collection Plan: Data collection**
  - a. Program should identify what type of data are collected.
  - b. Program should identify who is collecting the data.
  - c. Program should identify when data are supposed to be collected.
  - d. Program should identify the venue in which data are to be collected.
  - e. Program should ensure that data for all SLOs are scheduled to be collected.
- 7. Data analysis plan**
  - a. Program should identify who is analyzing the data.
  - b. Program should identify when data are supposed to be analyzed.
  - c. Program should ensure that data for all SLOs are scheduled to be analyzed.
- 8. Data reporting and action plan**
  - a. Program should identify who data results are shared with.
  - b. Program should identify how results are shared.
  - c. Program should identify when results are shared.
  - d. Program should identify who is responsible for sharing results.
  - e. Program should identify when action will occur related to results.

### UNC Assessment Plan Template & Example

Below is an assessment plan template and example. The example is based on the assessment plan used by the University of Northern Colorado Department of Criminology and Criminal Justice. The content has been modified for the purpose of serving as an example and has been used with permission from the department.

#### Mission

The mission of the University of Northern Colorado’s Department of Criminology and Criminal Justice is to create a student-centered academic environment that provides students with opportunities to understand the role the criminal justice system plays in a multifaceted democratic society, to examine complex social problems, and to become contributors to the on-going process of system improvement. Relying on an interdisciplinary approach grounded in the liberal arts tradition, our faculty and curriculum encourage students to articulate, through written and oral methods, how criminological theories inform policy, how research guides system review and decision-making and how ethical considerations and cultural awareness promote visionary leadership in the criminal justice system. Our graduates are prepared to serve and enhance their communities in a variety of work settings or to continue their contribution to the field of criminal justice through advanced education.

**Table with Assessment Plan Elements**

Plan Component		SLOs (write each SLO in a separate column)			
		SLO 1: Students will describe a research method to investigate a criminal justice issue	SLO 2: Students will interpret statistical research data results related to a criminal justice issue	SLO 3: Students will identify criminological theories to explain criminal or deviant behavior	SLO 4: Students will describe how ethical issues inherent in the criminal justice system affect organizations, groups, and individuals
<b>Data Collection Plan</b>	<b>What is the assessment method?</b>	Written assignment. Students identify research methods for a research question	Written interpretation of SPSS statistical output embedded in final examination.	Existing assignment in which students watch a video and write a written interpretation of the theoretical relevance of the material	To be developed in Summer 2018 fall retreat and implemented in 2018-2019 academic year
	<b>Is the method direct or indirect?</b>	Direct	Direct	Direct	Direct
	<b>What type of data are collected?</b>	Student data is written format, data scored with rubric which converts written data to numerical data. Student written responses and rubric are both collected.	Student data is written format, data scored with rubric which converts written data to numerical data. Student written responses and rubric are both collected.	Student data is written format, data scored with rubric which converts written data to numerical data. Student written responses and rubric are both collected.	To be determined in Summer 2018 fall retreat

	<b>What is the criterion for each method?</b>	70% of students achieve score of 70% or higher (use rubric score).	70% of students achieve score of 70% or higher (use rubric score).	70% of students achieve score of 70% or higher (use rubric score).	70% of students achieve score of 70% or higher (use rubric score).
	<b>When are data collected? What is the frequency?</b>	Collected every fall and spring at the end of the semester course every semester.	Collected every fall and spring at the end of the semester course every semester.	Collected every fall and spring at the end of the semester course every semester.	Collected every fall and spring at the end of the semester course every semester.
	<b>Who collects data?</b>	Department administrative assistant collects rubric scores from faculty teaching course.	Department administrative assistant collects rubric scores from faculty teaching course.	Department administrative assistant collects rubric scores from faculty teaching course.	Department administrative assistant collects rubric scores from faculty teaching course.
	<b>In what venue are data collected (see curriculum map)?</b>	CRJ 380	CRJ 480	CRJ 360	CRJ 470
<b>Data Analysis Plan</b>	<b>What types of analyses will occur?</b>	Descriptive statistics with rubric scores			
	<b>When does analysis occur?</b>	End of academic year during odd years	End of academic year during even years	End of academic year during even years	At the end of every semester
	<b>Who will analyze the data?</b>	Dr. Jane Smith will analyze the data	Dr. Ben Rogers will analyze the data	Dr. Ben Rogers will analyze the data	To be determined
<b>Data Reporting and Action Plan</b>	<b>Who are data results shared with?</b>	Department faculty, institutional stakeholders via program review			
	<b>How are data results shared?</b>	Faculty retreats, faculty meetings,			
	<b>When are data results shared?</b>	In faculty retreats during odd years, in program review every 5 years	In faculty retreats during even years, in program review every 5 years	In faculty retreats during even years, in program review every 5 years	In faculty retreats during odd years, in program review every 5 years
	<b>Who is responsible for reporting?</b>	Department chair and Dr. Jane Smith	Department chair and Dr. Ben Rogers	Department chair and Dr. Ben Rogers	Department chair and additional faculty member
	<b>When will actions based on results occur?</b>	During the academic year after which data are reported in faculty retreat	During the academic year after which data are reported in faculty retreat	During the academic year after which data are reported in faculty retreat	During the academic year after which data are reported in faculty retreat

### Curriculum Map

Student Learning Outcomes	Program Courses							
	CRJ 110	CRJ 220	CRJ 230	CRJ 240	CRJ 360	CRJ 380	CRJ 480	CRJ 470
SLO 1: Students will describe a research method to investigate a criminal justice issue	I	I	R	R	R	E/A		
SLO 2: Students will interpret statistical research data results related to a criminal justice issue	I	I			R	R	E/A	
SLO 3: Students will identify criminological theories to explain criminal or deviant behavior	I	I	R	E	E/A			
SLO 4: Students will describe how ethical issues inherent in the criminal justice system affect organizations, groups, and individuals	I	I			R	R	R	E/A

Key: I = Introduce concept, R = reinforce concept, E = extend application of concept, A = Assess concept