

ASSESSMENT PLAN

Phase 1: Identify Outcomes to be Assessed

Educational programs are required to annually identify and assess two or more measureable outcomes, of which one must be student learning. Although assessment of a minimum of two outcomes per year is required, all program outcomes must be assessed prior to the programs scheduled program review to ensure a comprehensive assessment of the program. Typically, most educational programs assess three to four student learning outcomes per year.

Issues to consider

1. Consistency of learning outcomes language among courses in the discipline or program;
2. Support for program outcomes by the curriculum components as included in courses;
3. Extraneous course learning outcomes that do not support the program outcomes;
4. Reinforcement of learning outcomes in course sequencing.

Phase 2: Identify Appropriate Measures

For each outcome, faculty must identify an appropriate measure or intended method of assessment. All student learning outcomes must include at least one direct measure of student learning. However, departments are strongly encouraged to triangulate their data and use multiple measures, both direct and indirect, that incorporate evaluation of student work products, attitudes, behaviors, satisfaction and perceptions. To date, the College has incorporated a variety of assessment instruments, including the Major Field Test (standardized instrument), rubrics, course imbedded assessment, standardized surveys (administered April, 2011), etc.

Issues to consider

1. Measurability of stated learning outcomes;
2. Validity and reliability of assessment measures;
3. Support of the College's mission.

Phase 3: Establish Criterion

Following the identification of the instrument, faculty set an appropriate target or criterion that is an indication that students have achieved/received the intended outcome.

Issues to consider

1. Measurability of proposed program outcomes;
2. Student awareness of learning outcomes;
3. Learning outcomes/assessment of internships;
4. Adaptation of assessments for on-line classes;
5. Instructional strategies for various learning styles;
7. Career preparation as it relates to learning outcomes;
8. Alignment of curriculum with Texas Teacher Standards, TAKS, College Readiness Standards;
9. Needs for academic support programs;
10. Alignment with common minors;

Phase 4: Report Results

For each assessment measure, a summary is completed that includes a brief explanation of the assessment results.

Phase 5: Develop and Implement Action Plan

For each assessment measure, where applicable, faculty are required to develop and implement a plan of action to improve the results of each outcome. The action plan includes a plan and timeline for implementing the proposed change(s) and any resources needed to implement the proposed change(s), where applicable. Annually, the plan of action is implemented for a previous cycle at the same time a new assessment cycle begins.

Phase 6: Follow-up on Action Plan

All educational programs are required to follow-up on all action plans. That is, for each identified action, faculty must provide evidence of implementation and impact, where applicable.

