

**TEMPLATE FOR ASSESSMENT PLAN
UNIVERSITY-WIDE PROGRAMS and SERVICES**

Department/Program _____

Contact Person _____

Submission Date _____

BACKGROUND INFORMATION

Student Population Served by the Program (please circle all that apply):

TRAD CLL GRADUATE PROFESSIONAL NON-DEGREE

Size, Scope, Scale of the Program:

Number of Staff: _____ Full-time _____ Part-time

Please provide the approximate number of students served LAST YEAR.

If applicable, describe and specify the number served for the various types of interaction conducted (e.g., individual appointments, group activities, campus programming):

Describe any other constituencies served: _____

CONCEPTUAL FRAMEWORK

The Conceptual Framework of your program/service should be rooted in the university mission statement cited below.

University Mission Statement

Transforming lives through higher education.

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Provides for personal growth by encouraging, enabling and celebrating learning;
- Prepares individuals to be knowledgeable, independent, critical thinkers/educated for lives of leadership and service in an increasingly diverse society;
- Inspires individuals to be morally reflective, spiritually alive and civically engaged through our Lutheran heritage of free inquiry.

Provide the Department/Program Mission Statement. Describe its philosophical, theoretical, and pragmatic underpinnings, if applicable.

Describe how these statements are aligned with University Mission.

FRAMEWORK FOR ASSESSMENT

At Capital University assessment is an ongoing process to measure and record student learning and development which involves students, faculty and staff. Its purpose is to improve student learning and to enhance personal, professional, and institutional development. A comprehensive assessment program involves both:

- *Direct measures of student learning outcomes* and
- *Indirect measures pertaining to program effectiveness*

An appropriate coordination of effort is for the program staff to focus on the development and implementation of an assessment plan that *directly measures student learning outcomes* for the purpose of improving teaching and learning. The *program effectiveness measures* can be more effectively and efficiently served through an evolution of cycles of data collection coordinated through the office of institutional research.

In order to aspire to the highest standard of assessment practices, we are adopting the Guiding Principles from the American Association of Higher Education (AAHE) as the principles governing assessment work at Capital University. These AAHE principles capture and expand on the guiding principles that currently exist at the University. These principles provide the coherence and consistency necessary for preserving the integrity of the assessment effort while supporting divergent views and practices inherent in the nature of inquiry in the disciplines. As you work on your plan, you will find that some of these principles will be directly relevant to the creation of program assessment plans while others may relate more to the institutional level or course level activities. Nonetheless, the content and spirit of the AAHE guidelines should illuminate for us the critical connections needed to develop a culture of assessment at Capital.

DEVELOPING AN ASSESSMENT PLAN

Direct Measures of Student Learning Outcomes

RESPONSIBLE PARTY: Department/Program Staff

On the basis of the conceptual framework for the Department/Program, develop 4 to 8 outcomes that the Department/Program intends to accomplish. Incorporate the outcomes into these University Goals (from p.4 in the 2003-04 Undergraduate Bulletin):

1. Critical thinking
2. Logical reasoning
3. Effective communication
4. Leadership and service potentials
5. Independent and lifelong learning
6. A sense of values that guides personal decision-making

These outcome statements should focus on what students will be able to do upon program completion.

Tools and Methods for Measuring Outcome:

For each outcome above, justify the tools and/or methods to assess performance in relation to the population and/or domain to be examined. Describe data collection methods and reporting procedures.

Projected Implementation:

Given the projected timeline of the assessment initiative for the university (see attached timeline), propose a plan for action for the department/program to implement the measurement of outcomes. This plan should include identifying project leadership, selecting student cohorts if appropriate, determining assessment tools and methods, projecting timelines for collecting data, selecting data analysis strategies, and exploring ways of using such results to improve the department/program.

Resource Needs:

Describe the current commitment of resources for conducting assessment work with the focus on outcomes.

Describe your projected resource needs in order to carry out the assessment plan which you have developed in this document.

Indirect Measures Pertaining to Program Effectiveness

RESPONSIBLE PARTIES: Institutional Research Director in consultation with
Program/Department Heads

The Institutional Research Director will develop a set of universal instruments to meet specific program needs and to provide comparative data from local, regional, and national databases to yield analysis helpful to program improvement efforts. Perceptual data such as those obtained through surveys of both internal and external constituencies can provide a richer and more robust context for decision-making. If your program has collected these kinds of data, please describe that work and attach examples.

Using Data for Program Improvement:

Describe past and current efforts in collecting data and using the results in analysis to inform decision-making and department/program improvement.