



**Program-Level Assessment Plan Review and Revision Submission Timeline and Process**

January 15	<p>A call goes out from VPAA to faculty with the notice to review Program Learning Assessment Plans (PLAPs) and revise if necessary. <u>The review will incorporate the use of the meta-assessment rubric found below</u>. Faculty, assessment coordinator, and dean will collaborate to identify possible revisions to assessment plans based upon the self-scoring. Important Note: <u>Not all assessment plans will require modifications or revisions.</u></p> <p><i>Purpose: To ensure a continuous cycle of assessment plan review and, as necessary, modifications.</i></p>
March 1	<p>Revised PLAPs will be submitted to and reviewed by the dean and assessment coordinator for review and approval by the dean. The dean will utilize the PLAP evaluation rubric to score PLAPs.</p> <p><i>Purpose: To support collaboration between faculty, dean, and assessment coordinator to ensure multiple points of feedback.</i></p>
March 15	<p>Revised PLAPs will be submitted to the VPAA by the dean for input and feedback.</p> <p><i>Purpose: To provide general guidance and feedback and to identify common themes and internal trends and challenges regarding program-level assessment.</i></p>
April 1	<p>VPAA will respond with feedback to the dean and the program faculty (and copy the Assessment Liaison Committee). The VPAA will utilize the PLAP evaluation rubric.</p> <p><i>Purpose: Close the feedback loop.</i></p>
May 1	<p>Final PLAP approved by the VPAA; program faculty and dean informed.</p> <p><i>Purpose: To lock in the following year assessment plans.</i></p>

**Data Reporting**

January 15	<p>School Assessment Coordinators will issue a call to report fall semester data as per the PLAPs for uploading into <i>Taskstream</i> or other data management system.</p> <p><i>Purpose: To ensure the continuous reporting and centralize the collection of data.</i></p>
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May 7	<p>School Assessment Coordinator will issue a call to report spring semester data as per the PLAPs for uploading into <i>Taskstream</i> or other data management system.</p> <p>Purpose: <i>Purpose: To ensure the continuous reporting and centralize the collection of data.</i></p>
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### Meta Assessment Rubric

<b>Attribute</b>	<b>1 - Beginning</b>	<b>2 - Emerging</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>	<b>Score</b>	<b>N/A</b>	<b>Comments</b>
<b>Program Learning Objectives (PLOs)</b>	The PLOs do not reflect any discernible professional or discipline-specific standards, or PLOs do not exist at all	The PLOs are based on some normed standards but have not been reviewed recently. Outside feedback from industry professionals was not obtained.	The PLOs are based upon professional standards and feedback from industry professionals.	The PLOs are based upon professional standards, feedback has been obtained recently (within three-five years), and multiple stakeholders (e.g., students, peers, or colleagues) are involved, in some manner.			
<b>Assessment Alignment with PLOs</b>	There is no evident alignment with PLOs or the methods of assessment in the PLAP.	Some alignment exists with a limited number of PLOs but not all. Some PLOs have not been assessed in recent years, or alignment is not clear.	There is clear alignment between all PLOs and assessment methods, but some have not been assessed in recent years or regularly.	Each PLO has its own specific method of assessment, and all PLOs have been assessed in recent (3-4) years.			
<b>Assessment Structure</b>	The Program-Level Assessment Plan (PLAP) has only one of the following attributes:  1) multiple direct	The PLAP contains two of the following attributes:  1) multiple direct and indirect assessments (other than course grades) are used.	The assessment plan has all of the following attributes:  1) multiple direct and indirect assessments (other than course grades) are used. 2) assessments are	The PLAP has all of the following necessary attributes:  1) multiple direct and indirect assessments (other than course grades) are used. 2) assessments are			

	<p>and indirect assessments (other than course grades) are used.</p> <p>2) assessments are used regularly (i.e., not just given once to get initial data).</p> <p>3) assessments provide comprehensive information on student performance at each stage of their program's curricula</p>	<p>2) assessments are used regularly (i.e., not just given once to get initial data).</p> <p>3) assessments provide comprehensive information on student performance at each stage of their program's curricula</p>	<p>used regularly (i.e., not just given once to get initial data).</p> <p>3) assessments provide comprehensive information on student performance at each stage of their program's curricula</p>	<p>used regularly (i.e., not just given once to get initial data).</p> <p>3) assessments provide comprehensive information on student performance at each stage of their program's curricula</p> <p><b>AND</b> there are at least three years of consistent use of each attribute.</p>			
<b>Curriculum Mapping and Staging of Assessment in the Program</b>	No curriculum map exists.	A curriculum map exists, but it is not reflective of current courses.	A curriculum map is in full use, and it has been updated to reflect courses in the curriculum; all PLOs are mapped in the curricula. Not all PLOs have been assessed, though.	The curriculum map identifies where/to what extent each PLO is addressed and offers evidence that students have sufficient opportunity to demonstrate the objectives. The map also indicates the associated assignment/project/event/task.			
<b>Data Collection and Submission</b>	Data are not collected across multiple points and are not submitted to a centralized location as determined by each school or program. There is no rationale regarding	Data are collected at some points and are only reported periodically with gaps over time. There is some but minimal rationale regarding that data's relationship to student success.	Data are systematically collected at multiple points, and there is a strong rationale regarding the data's relationship to student success.  At least one of the	Data are systematically collected at multiple points and provide a strong relationship between assessments and student success. Data are directly linked to outcomes and show trends over time.			

	<p>the data's relationship to student success.</p> <p>Data has no methodology for ensuring reliability (the degree to which an assessment tool produces stable and consistent results or validity (how well a test measures what it is purported to measure)</p>	<p>Some methods of reliability and validity are under consideration or in the development phases but not fully deployed.</p>	<p>assessments has a demonstration of either reliability and validity demonstration.</p>	<p>Two or more assessment measures consist of sound methods of demonstrating reliability or validity.</p>			
<b>Program Improvement</b>	<p>Data are generated for surface-level purposes but not linked to any signs of program improvement or changes. The data may be oriented primarily toward grades or GPAs.</p> <p>No evidence that data is used to improve the program or inform changes therein.</p>	<p>Data are generated and linked to limited program improvement or changes.</p> <p>Measures might gauge student progress within a program but their use to improve the program or inform changes is limited</p>	<p>Data are generated and part of ongoing efforts to improve the program.</p> <p>A few assessment plan measures are used to inform program improvements or changes therein, but there might not be a multi-year track record of such measures.</p>	<p>Data are generated and a part of ongoing efforts to improve the program. There are clear examples of program changes as a result.</p> <p>All measures are directly linked to changes, interventions, or activities at a variety of levels. There is clear evidence that the program is aligned to national standards of some kind. There are examples of student outcome data (e.g., student employment, graduate school placements, etc.) linked directly to changes to the program.</p>			
<b>Assessment Data Sharing</b>	<p>Assessment data are not shared with either students or</p>	<p>Assessment data is shared with colleagues or dean,</p>	<p>Assessment data is shared with colleagues, my dean,</p>	<p>Assessment data is shared with colleagues, dean, and feedback is</p>			

	colleagues or dean.	and feedback is sought. Data is not shared with students.	and feedback is sought. Data is shared with students.	sought. Data is shared with students, and they are invited to provide feedback regarding the methods of assessment.			
				<b>Total=</b>			