

## Assessment Calendar 2020-21

Assessment	Action	Fall 2020	Spring & Summer 2021
Unit Assessment Plan	Submit the <b>first portion</b> of the plan to the Office of Institutional Effectiveness using the UAP template	<b>September 1</b>	
	Submit the <b>second portion</b> of the plan to the Office of Institutional Effectiveness using the UAP template		<b>May 14</b>
Annual Program Assessment	Submit Annual Program Assessment Plan to School Dean for review/comment	<b>August 1</b>	
	Submit final Annual Program Assessment Plan & report to School Dean/PVPAA and the Office of Institutional Effectiveness		<b>May 28</b>
Comprehensive Program Review (CPR)	Submit support data and program information for CPR to School Deans/Department Chairs	<b>October 30</b>	
	Share preliminary CPR data with department faculty for comment and input	<b>November - December</b>	
	Submit additional requests for or questions about CPR data to Institutional Effectiveness	<b>By December 18</b>	
	Submit preliminary CPR to School Dean and Department Chair for review, comment and approval		<b>February 28</b>
	Submit preliminary CPR to Office of Academic Affairs <sup>1</sup> for review, comment, and approval		<b>May 7</b>
	Final CPR reviewed and approved by Provost		<b>June 25</b>
General Education	Fall 2020	Spring 2021	
<p><b>Area A2: Quantitative Skills</b>  <u>SLO2:</u> Students will demonstrate the ability to solve problems and draw conclusions by effectively analyzing situations in numeric, graphical, or symbolic form.</p> <p><b>Area D1: Natural Sciences, Mathematics &amp; Technology</b>  <u>SLO5:</u> Students will be able to demonstrate the ability to solve problems and draw conclusions by analyzing</p>	<p><b>Phase I: Design Assessment</b></p> <ul style="list-style-type: none"> <li>Identify the course(s) to assess and review the course syllabus for each</li> <li>Survey potential tools to use to conduct the assessment for the learning outcome(s); collaborate in designing and validating selected assessment tool</li> <li>Discuss criteria for expectation targets in the course(s) to be assessed and set student performance metrics.</li> </ul>	<p><b>Phase II: Initiate Assessment</b></p> <ul style="list-style-type: none"> <li>Utilize identified assessment rubric(s) to gather data on student performance in the course(s).</li> <li>Gather results/raw data utilizing validated assessment instruments.</li> <li>Create a method to organize and store data – provide a consistent method of gathering data and results over time</li> </ul>	

<sup>1</sup> Submit to Dr. Laura Lynch in the Office of Academic Affairs

General Education	Fall 2020	Spring 2021
<p>situations and explaining them in numeric, graphical or symbolic terms.</p> <p><b>Area D2: Natural Sciences, Mathematics &amp; Technology</b>  <u>SLO6:</u> Students will demonstrate the knowledge of fundamental scientific concepts, the scientific method, and utilize laboratory procedures to observe natural phenomena.</p>	<p><i>Complete the General Education Assessment (Planning Form) and present findings to the Committee on Academic Assessment for review and final approval in December.</i></p>	
<p><b>Area B: Community, Cultural &amp; Global Engagement</b>  <u>SLO3:</u> Students will be able to analyze diversity in thought, communication, technology, or culture in the modern world.</p> <p><b>Area E1: Social Sciences</b>  <u>SLO7:</u> Students will be able to demonstrate an understanding of the evolving political, social or institutional developments of the United States.</p> <p><b>Area E2: Social Sciences</b>  <u>SLO8:</u> Students will analyze the complexity of human behavior and how historical, economic, political, or spatial relationships develop, persist, or change.</p>	<p><b>Phase III: Analyze Results</b></p> <p>Involve faculty in the analysis of the evidence collected; i.e., host series of faculty assessment review sessions; sort and tabulate data; compare findings to expectation targets.</p> <p>Sample questions to consider...</p> <ul style="list-style-type: none"> <li>• Were sufficient learning opportunities provided for students to attain the desired level of performance?</li> <li>• Were the assessment instruments valid measurements of the intended outcomes?</li> <li>• Were the actual levels of student performance less than, equal to or greater than desired levels based on criteria for success?</li> <li>• Were the criteria for success reasonable?</li> </ul>	<p><b>Phase IV: Report Assessment Results</b></p> <ul style="list-style-type: none"> <li>• Review assessment results and indicate whether to implement curricular changes based on identified GE strengths and weaknesses and plan appropriate revisions.</li> <li>• Consult the Office of Institutional Effectiveness for added insights on produced data.</li> <li>• Engage department faculty in preparing a data results report.</li> </ul> <p><i>Complete the General Education Assessment (Results Form) and present findings to the Committee on Academic Assessment for review and final approval in April.</i></p>
<p><b>Area A1: Communication Skills</b>  <u>SLO1:</u> Students will produce well-organized communication that exhibits logical thinking demonstrates appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary.</p> <p><b>Area C: Humanities, Fine Arts &amp; Ethics</b>  <u>SLO4:</u> Students will be able to effectively explain, analyze, or critically evaluate the meanings of texts or artistic works.</p>	<p><b>Phase V: Develop Action Plan – Act on Findings</b></p> <ul style="list-style-type: none"> <li>• Act on the assessment findings and determine implications for instruction.</li> <li>• Recognize challenges with the assessment and recommend appropriate adjustments.</li> <li>• Close the assessment loop – identify areas for improvement and develop an action plan for implementation.</li> </ul>	<p><b>Phase VI: Implement Action Plan – Initiate Change</b></p> <ul style="list-style-type: none"> <li>• Determine recommended curricular changes from general education assessment findings and re-assess, if required.</li> <li>• Document any change(s) and modification(s) that are made to the course as a result of the collected assessment data.</li> <li>• Engage department faculty in preparing an assessment follow-up report.</li> </ul> <p><i>Complete the General Education Assessment (Follow-Up Form) and present findings to the Committee on Academic Assessment for review and final approval in April.</i></p>