

## 14 Action Steps for Program Assessment – Assessment Plan (2012-17) - January 5, 2016

1. **Articulate outcomes** - *Develop or revise the program outcomes – requires Curriculum Committee review and approval. Follow guidelines posted on the NWIC Assessment website program outcomes page*
2. **Develop outcomes rubrics** - *Identify criteria and articulate measurable standards for Beginning (B), Developing (D), and Accomplished (A) levels of proficiency for each program outcome measurable (students will be able to ...). Fill in a program outcomes rubrics table.*
3. **Identify direct and indirect assessment opportunities at entry, midway, and exit** – *create or revise curriculum map listing all required courses for the program and the level of proficiency (B, D, or A) for each program outcome. Correlate each program outcomes with institutional outcomes. The quarterly and annual program assessment reporting are organized using the curriculum map and the student development through program.*
4. **Include outcomes on syllabi** – *List all course-level and institution-level outcomes as identified on the course outcomes form on syllabi. Also list program-level outcomes and expected levels of proficiency for courses that are program requirements. The curricular review process reviews syllabi to ensure that outcomes are listed.*
5. **Determine or create the instructional activities or assignments that will be used to teach** – *listed on the course outcomes form although may changed based on the mode of delivery (unlike outcomes which are fixed for the course). Be intentional about linking teaching activities to course, program, and institutional outcomes on syllabi.*
6. **Determine or create the activities, assignments, or tools that will be used to assess** - *listed on the course outcomes form and identified on the program assessment matrix each quarter. Be intentional about linking assessment to the teaching activities for each course, program, and institutional outcomes on syllabi.*
7. **Develop assessment strategy rubric** - *couple with the program assessment matrix each quarter – a template was created several years which may be used. Requires that faculty establish measureable criteria for attributing levels of proficiency (B, D, or A) to each student and reporting in the matrix for the class as a whole.*
8. **Identify the measurement goal** – *listed on program assessment matrix each quarter. Identify meaningful threshold for each outcome being assessed. This is part of becoming “assessment ready.”*
9. **Assess students for outcome attainment** - *reported at the end of each quarter on the program assessment matrix. Tie to curriculum map for the program to develop a picture of student development through the entire program of study.*
10. **Analyze the assessment data** - *done by each faculty member on the course level each quarter via program assessment matrices and by department chairs/deam for each program annually as part of the annual report.*
11. **Compare the outcome data over time** - *done annually by dept. chairs/dean for each program and by the Director of Assessment across all programs of study.*
12. **Report analysis results and recommendations** – *done at the course-level quarterly by each faculty member and annually by dept. chairs/dean for each program. Compiled by assessment director annually into an institutional report.*
13. **Use data to inform curricula** - *same as for #12 and included in each program’s plans.*
14. **Track the results of changes through annual reports and on-going assessment** - *same as #13.*