Anatomy of a Program – Unit Assessment

This checklist is to be used in combination with the NSU *Guide to Developing Measurable Outcomes*

Administrative - Oversight

☐ Header - Assessment Cycle XXXX-XXXX i.e. 2018-2019
☐ Program or Unit Name
☐ Next Higher Organization (College or Department)
☐ Prepared by and date: Name
☐ Approved by and date: Dean or VP

Organizational Context & Process. Missions (nested from lower to higher). Standardized Process

☐ University Mission
☐ College or Department Mission
☐ Program or Unit Mission
☐ Purpose of Program (optional)
☐ Methodology - Describe your process for assessment.

Assessment

☐ Student Learning Outcome (SLO) or Service Outcome (SO): @ 4-5 per program/unit
☐ For each SLO - Course Map (list of foundational and support courses - tied to syllabus))
☐ Measure - should be a combination of the methodology and target - two per SLO/SO. Indicate approach: direct or indirect. Lastly, identify if it's measuring student Knowledge, Skills, Attitudes, or Disposition. For each measure you will have the following subparagraphs (Finding, Analysis, Decision):

　☐ Findings - Factual statement if students met/did not meet target.
　☐ Analysis - Relate it to action plan from previous year. Use the data comparisons from previous year to current year and the target to provide <u>evidence</u> of improvement in <u>student learning, the academic program,</u> or <u>service provided</u> based on the analysis of the assessment results. <u>You must have evidence (i.e., implemented your action plan from the previous assessment). By doing so, it drives this year's results, which should have a positive influence on student learning, program improvement, or service provided</u>. This should become apparent in your analysis.

☐ Analysis Outline

　☐ Start with last year's results
　☐ Describe what went well and what did not
　☐ Describe the "why" - likely cause for positive/negative
　☐ Describe the decision "plan of action" from last year which you implemented this year
　☐ Describe the results of the implementation in comparison to the target
　☐ Discuss the "why" behind the results – the details of student performance/impact on learning /service
　☐ Decision. *You should concisely restate the results of your two comparisons, last year's results to this year, and this year as compared to the target*. *<u>Restate the evidence of improvement from the analysis of the results</u> to support the decision. Reflect on what action(s) have been put into place to affect continued positive change in student learning.* Now state your **<u>action</u>**

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plan for next year based on your analysis of this year's assessment to drive **_continuous improvement_**.

- ☐ Decision Outline
  - ☐ Restate the evidence of improvement from the analysis of the results to support the decision.
  - ☐ Reflect on the action(s) put into place to affect the positive change in student learning, the program or service.
  - ☐ End by describing what will now take place during the next assessment cycle based on this year's analysis of the assessment results. What are the expectations moving forward? The focus is on student learning – program/service improvement.

- ☐ **Comprehensive summary of key evidence of improvements based on analysis of results.**
  - ☐ Restate, in bulleted summary, all the decisions made and implemented as the evidence resulting in the improvement in student learning within the program over the assessment year; describe "why" it occurred (reflection); as a result.

- ☐ **Plan of action moving forward**
  - ☐ Describe the changes for the next assessment cycle based on this year's analysis of the assessment results. What are the expectations for the program/unit moving forward? The focus is on SL - program/service improvements