**2015-16 Assessment Plan Template**

**Program/Major:**

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| **Upon Completion of the Program Student should be able to . . .** | **Courses: Initial/Early & Final** | **Instrument or Means** | **Criteria for Success** | **Results** | **Feedback Loop** |
| **Objective 1** | 1000, 2000 level or in some cases 3000 | Target Assignment | Based upon Dept. rubric or Test results |  |  |
| 4000 level or Capstone | Target Assignment | Based upon Dept. rubric or Test results |  |
| **Repeat for remaining objectives using a new row for each objective….** | 1000, 2000 level or in some cases 3000 | Target Assignment | Based upon Dept. rubric or Test results |  |  |
| 4000 level or Capstone | Target Assignment | Based upon Dept. rubric or Test results |  |
| **Portrait Statement #2 - Critical Thinking** | BEGE 1720 | Target Assignment | School of Biblical and Theological Studies (SBTS) Uses L3 – CT Rubric | SBTS uses Assessment Capture Tool (ACT) to gather results |  |
| Capstone or other 4000 level | Target Assignment | Your Dept. Uses L3 – CT Rubric & the Department’s Rubric | Capture L3 results in ACT; Complete Dept. Rubrics |
| **Portrait Statement #3 - Speaking** | COM 1100 | Target Assignment | Communications Dept. Uses L3 – CT Rubric | Comm. dept. uses ACT |  |
| Capstone or other 4000 level | Target Assignment | Your Dept. Uses L3 – Speaking Rubric & the Department’s Rubric | Capture L3 results in ACT; Complete Dept. Rubrics |
| **Portrait Statement #3 - Writing** | ENG 1400 | Target Assignment | English Dept. Uses L3 – Writing Rubric | Eng. dept. uses ACT |  |
| Capstone or other 4000 level | Target Assignment | Your Dept. Uses L3 – Writing Rubric & the Department’s Rubric | Capture L3 results in ACT; Complete Dept. Rubrics |

**Comments:**

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| 1. Ideally, but not absolutely each objective should have two courses with an embedded assignment/assessment instrument. Some objectives may need more. |
| 1. Each objective should ideally have an initial and final test embedded instrument. |
| 1. For graduate programs, general education goals of critical thinking, writing and speaking do not need to be specified. However, ideally every undergraduate major should have these as separate or incorporated objectives. |
| 1. Remember the point of outcomes assessment is to identify a needed improvement and adopt a change to some aspect of the curriculum. Ultimately, whether a benchmark is achieved or not, is not the primary objective—continuous improvement of the curriculum is. The amount and area of change is a department decision. |
| 1. For existing objectives having to do with critical thinking, writing, and speech, it is strongly suggested that the appropriate L3 rubrics be used along with the instrument of your choosing. |