

## Assessment Glossary

### Acceptable Target

Acceptable targets are base level goals that help instruct units and programs if they are meeting proposed expectations.

**Ex: 70% of all students will score a 70% or higher on the final paper.**

**Ex: 90% of all projects will be completed by the proposed deadline.**

### Acceptable Target Achievement

This section helps to identify the degree to which goals were not met, met or exceed.

### Aspirational Target

Aspirational targets help programs and units identify goals that could help move the program or unit forward.

**Ex: 80% of all students will score an 80% or higher on the final paper.**

**Ex: 90% of all projects will be completed by the proposed deadline, AND 70% of all projects will be completed within two months.**

### Aspirational Target Achievement

This section helps to identify the degree to which programs are moving away, approaching, or exceeding were not met, met or exceed.

### Assessment Plan

The assessment plan is the way that units and programs will assess their ability to meet their stated outcomes. Each plan has a measure, targets, timeline, and a responsible person.

### Assessment Process

The assessment process is the term used to describe all assessment activities related to formulating an assessment plan, gathering assessment results, and completing a final assessment report.

### Assessment Report

The assessment report is the term for the complete report for each unit's assessment activities. The assessment report includes the assessment plan and the assessment results.

### Assessment Results

The assessment results are the results for each outcome including recommendations, areas for improvement, and

the degree to which your met, did not meet, or exceeded the acceptable and aspirational goals.

## Curriculum Map

The curriculum map is a way to map student learning outcomes directly to the courses and activities through which they are assessed. Curriculum maps are only used by academic units.

## Details/Description

The details/description section allows programs and units the opportunity to clarify how a particular outcome will be measured. This section should include detailed information on how data will be gathered (i.e. data source).

**Ex: Student enrolled in HIST 333 will complete a final paper that illustrates their ability to synthesize the interaction of multiple historic events. The paper will be graded using a numeric scale (0-100).**

**Ex: Time from project inception to project completion will be tracked for each project assigned to the office. The time will be tracked using XXX software and monitored by the Assistant Director of Project Management. Reports will be generated monthly and by fiscal year.**

## Implementation Plan

The implementation plan identifies the ways programs and units will ensure that the acceptable and aspirational targets are met.

**Ex: HIST 333 curriculum and reading will prepare students to identify and understand major historical events and consider the ways in which they interact on a global scale. Additionally, students will be taught how to correctly write and cite a research paper through a two-week module and practice papers.**

**Ex: Staff members will work with clients to identify reasonable timelines and goals for project completion. Project progression will be tracked throughout a project's lifetime to ensure benchmarks are being met.**

## Key/Responsible Personnel

This section helps to identify those in charge of gathering and reporting this information. For academic programs, the key personnel may be a faculty member. For non-instructional units, the key personnel may be a director or data steward.

**Ex: The Primary instructor for HIST 333 will be responsible.**

**Ex: The Assistant Director of Project Management will be responsible for tracking and reporting project completion activity.**

## **Learning Outcomes**

Each academic program should have at least three learning outcomes. These outcomes should be derived from the mission and guide assessment strategy. Many programs with discipline-specific accreditation may use accreditor standards as learning outcomes or student competency goals.

## **Measure**

The measure of an assessment is the name for the activity, process, assignment, project, etc. that is being used to assess the selected outcome (learning or otherwise).

**Ex: Final Paper (HIST 333)**

**Ex: Project Completion time**

## **Measure Type/ Method**

Assessments can be either indirect or direct. Direct measures for academic units are measures taken from student work (exams, papers, presentations, capstone projects, quizzes, etc.). For academic units, indirect measures are assessments or perceptions of competency (a self-evaluation of whether or not a student has mastered a subject).

**Ex: Student enrolled in HIST 333 will complete a final paper that illustrates their ability to synthesize the interaction of multiple historic events. The paper will be graded using a numeric scale (0-100).**

**Ex: Time from project inception to project completion will be tracked for each project assigned to the office. The time will be tracked using XXX software and monitored by the Assistant Director of Project Management. Reports will be generated monthly and by fiscal year.**

## **Mission**

The mission refers to the mission that guides the activities of the unit or program. Missions should be specific to units and capture the activities and purpose of the unit. Missions should be created and assessed periodically by a units personnel (faculty in the case of academic programs).

## Outcomes

Each administrative or non-instructional unit should have at least three operational outcomes. These outcomes should be derived from the mission and guide assessment strategy. Outcomes are linked to the tracked activity of each office.

## Recommendations or Proposed Improvements

Recommendations and proposed improvements include all potential changes the unit suggests based on the assessment data. These can be general recommendations regarding things the unit should consider or targeted improvements that could directly impact success.

**Ex: The Primary instructor for HIST 333 will be responsible.**

**Ex: The Assistant Director of Project Management will be responsible for tracking and reporting project completion activity.**

## Reflections/Notes and Assessment Activity Improvement

This optional section gives assessment managers the opportunity to reflect on the assessment plan and report to consider ways that assessment itself could be changed (different goals, different timeline, etc.).

**Ex: The Primary instructor for HIST 333 will be responsible.**

**Ex: The Assistant Director of Project Management will be responsible for tracking and reporting project completion activity.**

## Summary of Findings

Findings must be reported by participating units in a way that both analyzes and contextualizes them. Academic findings should include number of students assessed and a detailed break-down of student results. Non-academic findings must provide sufficient clarity to understand the meaning of the results. For both, a short sentence summarizing the results is helpful.

**Ex: The Primary instructor for HIST 333 will be responsible.**

**Ex: The Assistant Director of Project Management will be responsible for tracking and reporting project completion activity.**

