

School/College: _____
Department: _____ Program: _____
Contact: _____ Date: _____

The primary purpose of assessment of student learning is to understand, at the end of an academic program, whether students have gained knowledge and skills consistent with the program's goals.

GENERAL GUIDELINES

Three-Year Assessment Plan

- The Three-Year Assessment Plan is due November 30th of the first year of each three-year cycle and should include: 1) a list of *all* programs goals and objectives, 2) a description of how the program goals align with the program's and Division's/School/College's missions 3) identification of which goals/objectives will be assessed in the three-year cycle and a curriculum map of all goals/objectives, shading those that will be assessed, and 5) a description of why the assessment is being conducted at select points in the program.

Annual Assessment Report: Phase I

- Phase I report is due November 30th and should contain: 1) two objectives and their corresponding goal(s) that the program plans to assess during this academic year and 2) four *direct* measurement tools (two for each objective).

Annual Assessment Report: Phase II

- Phase II report is due May 31st and should include: 1) a brief description of the findings, 2) interpretation of the data, and 3) planned changes in teaching and learning that are based on the findings.

Expectations for Measurement Tools

- For a given academic year, provide at least four different [direct](#) measurement tools—two for each objective—that assess student learning for each academic program.
- In addition to at least four direct measures, programs are welcome to submit indirect measurement tools for review. Similarly, discipline-based accredited programs are welcome to submit for review measurement tools, beyond the four direct measures, that are related to the discipline-based reaccreditation process.
- Each objective should be measured in multiple places (e.g., courses, field experiences, comprehensive exams, OSCE) across a program.
- Criteria for graduate student learning should be more advanced than criteria for undergraduate or entry-level learning; the same distinction applies to criteria for upper-division versus lower-division undergraduate or entry-level courses.
- Each measurement tool must be designed to identify students' relative strengths and weaknesses for the objective being assessed.

Programs with Discipline-based Self-studies

- When submitting a discipline-based self-study to an accrediting body (e.g., CCNE for nursing), include a copy of the program's LIU assessment report.

File Names

- Please name the files using the following format:
program_level_AYxx-xx_phaseI_OA (for the Phase I outcomes assessment report)
program_level_AYxx-xx_phaseI_measure1 (for the first measurement tool)
- Use the same naming convention for the phase II report, with the exception of using "phaseII" in place of "phaseI."
- For example, the reports and attachments submitted by the BA program in Psychology the files would be named as:
Psychology_BA_AY12-13_phaseI_OA
Psychology_BA_AY12-13_phaseI_measure1 (repeated for each measurement tool)
Psychology_BA_AY12-13_phaseII_OA
Psychology_BA_AY12-13_phaseII_measure1 (repeated for the findings for each measurement tool)

Resources

- An electronic version of the Annual Assessment Report and accompanying materials is available at the following website: <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx>
- Questions? Please contact your department's Outcomes Assessment Committee Liaison or Faculty Assessment Fellow for your school/college. See <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx> for a list of such individuals.

THREE-YEAR ASSESSMENT PLAN

DUE NOVEMBER 30th – Year One Only

Email the Three-Year Assessment Plan (Attachment A) to the program's/department's Outcomes Assessment Committee Liaison. See <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx> for list of liaisons. While this plan is submitted just once in a three-year cycle, it may be modified and resubmitted at any time during the three-year cycle.

ANNUAL ASSESSMENT REPORT: PHASE I

DUE NOVEMBER 30th

Email Phase I report, including Checklist (Attachment B, ACADEMIC YEAR TABLE) to the program's/department's Outcomes Assessment Committee Liaison. See <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx> for list of liaisons.

This Phase I report will include:

1. PROGRAM GOALS AND OBJECTIVES

List the program goals and related learning objectives that will be assessed during the current academic year in Phase I of the ACADEMIC YEAR TABLE (Attachment B). Programs should assess at least two objectives during each year of the three-year cycle.

2. MEASUREMENT TOOLS FOR CURRENT ACADEMIC YEAR

Complete measurement tools column for Phase I in the ACADEMIC YEAR TABLE (Attachment B).

All measurement tools for the current year should be submitted for review as attachments. Please save as appropriate file name and indicate which attachments corresponds with the measure in the 'Measurement Tool' Phase I column of the Academic Year Table.

Note: Measurement tools should indicate the courses, the semester and the year in which the tool will be administered.

ANNUAL ASSESSMENT REPORT: PHASE II

DUE MAY 31st

Email Phase II report including Checklist (in Attachment B, ACADEMIC YEAR TABLE) to the program's/department's Outcomes Assessment Committee Liaison. See <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx> for list of liaisons.

This Phase II report will include:

1. DATA FINDINGS

- Report qualitative and/or quantitative data findings in Phase II of the ACADEMIC YEAR TABLE
- Report results that indicate a need for action.
- Do NOT report faculty or student names with findings.
- Report aggregate results (not data for each individual student). Report total number of students assessed per measure. Small programs are encouraged to report cumulative results over multiple years.
- For each measurement tool, report sub-scores rather than an overall score (e.g., report data for each item of a test blueprint, include data for each row of a rubric).

2. INTERPRETATION

For each measure, briefly interpret the data regarding students' relative strengths and weaknesses for the specific objective measured.

3. PLANNED CHANGES IN TEACHING IN LEARNING BASED ON FINDINGS

In a sentence or two for each measure, describe proposed, tangible ways (e.g., changes in course modules, course sequencing, course offerings, teaching techniques) in which the program can help improve the student learning performance described in the above findings.

It is understood that follow-up faculty discussions will be needed to finalize planned changes.

4. CLOSING THE LOOP: ACTUAL CHANGES IN TEACHING AND LEARNING

For each change in teaching and learning made in response to assessment of student learning data collected in academic year 2011-2012 (or for other changes not yet reported), please report what changes have been made to date:

- Goal/objective assessed
- Student weakness(es) identified across the program
- Change in teaching and learning implemented to address program-level student weakness(es)
- If known, effectiveness of implemented change

Please discuss what the program has learned about improving student learning in this cycle to date.

Attachment A

THREE-YEAR ASSESSMENT PLAN, 2012-2015

School/College: _____
 Department: _____ Program: _____
 Contact: _____ Date: _____

1. PROGRAM GOALS AND OBJECTIVES

List *all* program goals and related learning objectives.

2. ALIGNMENT OF GOALS AND MISSION

In a few sentences, please explain the way in which the program’s goals align with the program’s and Division/School/College’s missions.

3. PLAN AND CURRICULUM MAP

Indicate which of the program goals/objectives will be assessed during each year of the current three-year cycle. Programs should assess at least two objectives during each year of the three-year cycle. (*Programs may simply use an annotation to label the chosen goals from the prior page, for example, Year 1: G2O2 and G4O1.*) Objectives could derive from one or two goals. This plan for assessing program goals/objectives can be modified during the three-year cycle.

Year 1 (AY 2012/13):

Year 2 (AY 2013/14):

Year 3 (AY 2014/15):

Then, please submit a curriculum map of all of the program’s learning objectives, shading the specific cells where the objectives noted above will be assessed.

Course	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Etc.

I = Introduced, P = Practiced, M = Mastered

For assistance with creating the curricular map, please contact your OA Faculty Fellow.

4. RATIONALE

Then, in one paragraph, explain why the assessment is being conducted at those points in the program.

NOTE ABOUT FILE NAMES: Please name this file using the following format: program_level_2012-2015_Plan (e.g., Psychology_BA_2012-2015_3yrPlan).

Attachment B

ANNUAL ASSESSMENT REPORT 2012-2013

School/College: _____
 Department: _____ Program: _____
 Contact: _____ Date: _____

CHECKLIST FOR PHASE 1

Submitted the Three-Year Plan for 2012-2015	<input type="checkbox"/>
Listed the program goals/objectives that will be assessed in AY 12-13	<input type="checkbox"/>
Identified and described two different direct measures that correspond to each of the objectives and the places where they will be assessed in AY 12-13	<input type="checkbox"/>
Attached all measurement tools that you plan to use in AY 12-13? (Rubrics, test items, rating scales, etc.)	<input type="checkbox"/>

Electronic signature of person submitting the report: _____

CHECKLIST FOR PHASE II

Provided findings on student strengths and weaknesses for each measure used in AY 12-13	<input type="checkbox"/>
Provided an interpretation of your students' strengths and weaknesses based on the findings for measures used during AY 12-13	<input type="checkbox"/>
Identified <i>planned</i> changes to teaching and learning based on data collected in AY 12-13	<input type="checkbox"/>
Identified <i>implemented</i> changes to teaching and learning in response to assessment of student learning data in AY 11-12 and current cycle	<input type="checkbox"/>

Electronic signature of person submitting the report: _____

2012-2013 ACADEMIC YEAR TABLE

For data to be *collected* in Phase II current academic year, please report the following for each objective assessed:

PHASE I		PHASE II
Student Learning Goals and Objectives	Measurement Tool (e.g., research paper scored with a rubric in EDU 690, Spring 2013)	Data Findings (report results that indicate a need for action, e.g., 60% of students need improvement in a dimension of a rubric)
Students will...		
Goal:		
Objective:	Direct Measure 1:	Direct Measure 1:
	Direct Measure 2:	Direct Measure 2:
	Optional Measure:	Optional Measure:
Goal:		
Objective:	Direct Measure 1:	Direct Measure 1:
	Direct Measure 2:	Direct Measure 2:
	Optional Measure:	Optional Measure:

Note. If a program is reassessing a learning objective, it would be beneficial to contrast data collected during the current year to data previously collected and to address this comparison in the interpretation.

In the space below, please report on the following:

- INTERPRETATION of the findings for each measure
- PLANNED CHANGES IN TEACHING IN LEARNING BASED ON FINDINGS for each objective
- CLOSING THE LOOP: ACTUAL CHANGES IN TEACHING AND LEARNING