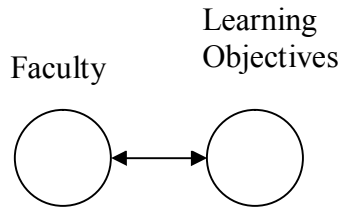


LEVELS OF IMPLEMENTING AN ASSESSMENT PLAN

Start where you are in the process for year 1 (2004-5), and build further each subsequent year.

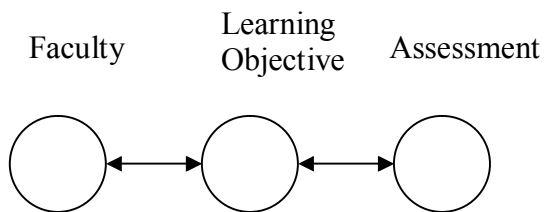
Level A



FACTORS

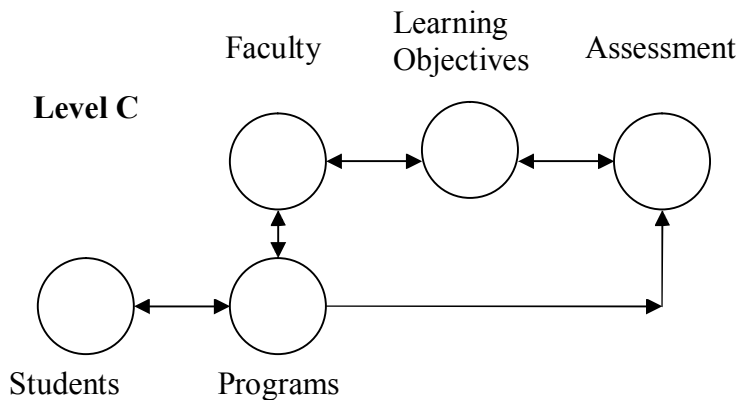
- Establishing faculty involvement
- Identifying & using learning outcomes & professional standards
- Aligning assessments with standards & outcomes

Level B



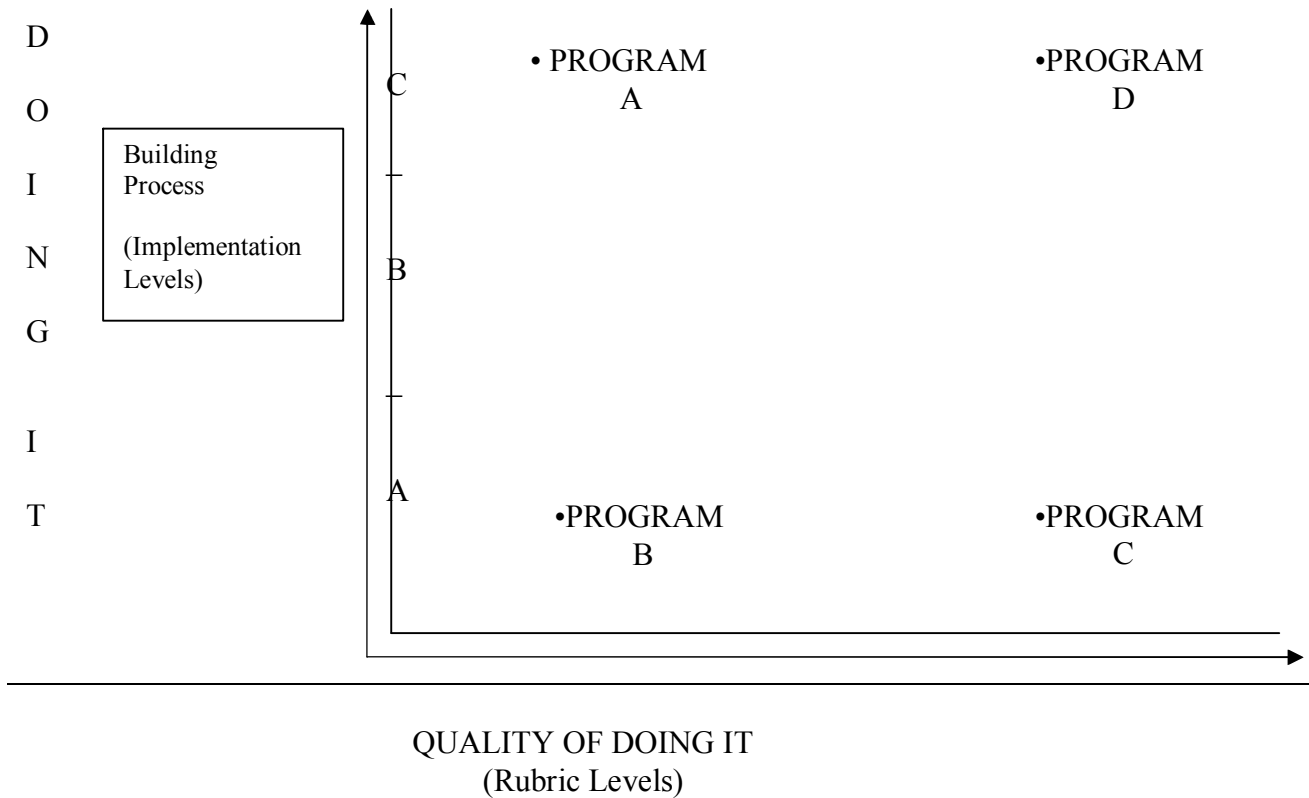
- Selecting/creating multiple assessments
- Collecting & reporting data at different points & from different sources.

Level C



- Using data for program improvement and decision making
- Using data for student learning improvement
- Sharing data with faculty
- Sharing data with students
- Testing fairness

DIMENSIONS OF PROGRESS



Program A has decided to be ambitious by establishing more mature elements of an assessment plan even though it may cost them in quality at first. (i.e. the elements themselves are not fully developed).

Program B is just starting out and feels they need to establish a faculty input structure to proceed. Although some departmental learning objectives exist and are stated in a brochure, how these ideals are to be operationized (defined in the real world in measurable terms) has yet to be decided.

Program C has have been efficient in establishing interactions between faculty and identifying important targets. Their next goal is to begin to identify/meet/create/modify measures that provide data they deem useful for student learning feedback and program effectiveness.

Program D has established all components (infrastructure) of an assessment system. They use data regularly to make decisions about students and programs. Multiple assessments are in place to provide an holistic picture of student progress through various stages of the program. Issues of testing fairness and assessment modifications have been made based on data and student/faculty feedback. Students, recent Graduates and outside professionals provide feedback on programs and this is actively used for program growth.