Calendar Prompts to Keep the Wheels of the Assessment Plan Moving

Assessment provides a structure for determining how well a unit is meeting its goals for supporting student learning and gives specific guidance as to what changes or enhancements would improve performance.

Supported by the administration, the faculty in academic programs are responsible for:

- determining the goals and outcomes of their programs
- selecting appropriate data to assess progress toward those goals and outcomes
- selecting the methods by which they will collect and analyze the data
- writing an annual report of their findings, including how they will use these results to improve or enhance the program
- implementing plans for improvement or enhancement based on assessment results

Each academic program has an assigned assessment coordinator to implement the program's assessment plan. To assist, we developed a task calendar that helps to:

(1) Keep the assessment plan progressing

(2) Keep stakeholders informed and involved in the tasks

(3) Spread the work out throughout the academic year.

Who are your stakeholders?

Are your faculty talking with each other about program aggregated data?

Fall Semester

August
- Collect program data results from Summer
- Collect action plan data results from Summer
- Remind faculty to assess program and/or Gen Ed outcomes for Fall
- Remind faculty to assess action plan items for Fall

September
- Organize and analyze data from previous academic year for program assessment
- Organize and analyze data from previous academic year for action plan assessment
- Schedule program meeting

October
- Discuss results, design action plans, and build assessment report at program meeting

November
- Submit report by November 15 - Follow reporting schedule

December
- Collect program data results from Fall
- Collect action plan data results from Fall

Spring Semester

January
- Remind faculty to assess program and/or Gen Ed outcomes for Spring
- Remind faculty to assess action plan items for Spring

February
- Organize and analyze report feedback from CTLA
- Organize and analyze Gen Ed data from CTLA
- Schedule program meeting

March
- Discuss report feedback and Gen Ed data and revise program assessment plan and/or action plans at program meeting

April
- Remind faculty to assess program and/or Gen Ed outcomes for Summer
- Remind faculty to assess action plan items for Summer

May
- Collect program data results from Spring
- Collect action plan data results from Spring

June & July
- No coordinator tasks

What are the vital steps in your assessment plan?

What steps in your assessment plan require action?

What steps in your assessment plan require reminders?

Download Calendar (PDF)
https://go.iu.edu/4R4m

IU KOKOMO
CENTER FOR TEACHING, LEARNING, AND ASSESSMENT

Dr. Julie Saam and Chanda Deaton

![Indiana University logo]

IU KOKOMO

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https://kokomo.iu.edu/ctla

RESOURCES:
WHAT DOES GREAT ASSESSMENT LOOK LIKE?

As we explored a new story for Indiana University Kokomo's program assessment, we researched institutions that were already doing assessment well. After all, it's all about evidence-based practices, correct?

Two institutions moved straight to the top of our list. We elected to redesign our process based on the strategies of the Assessment and Curriculum Support Center at the University of Hawai'i at Mānoa and the Office of Institutional Effectiveness & Evaluation at Texas A&M University. Thank you to both for your generous assistance and willingness to share your expertise, time, and resources.

If you would like to learn from experienced leaders in assessment, consider these two institutions. We found them to be excellent models for academic program assessment. Below, you will find examples of resources on their websites.

UNIVERSITY of HAWAI'I at MĀNOA

Assessment and Curriculum Support Center

Thank you, Dr. Monica Stitt-Bergh, Specialist
Assessment and Curriculum Support Center

Resources:
- Assessment Coordinator Help
- Assessment Support Fund
- Department Chair Help
- Document Templates
- Examples of Program Assessment in Action
- FAQ: Program-level Learning Assessment
- Handbooks & Guides by Mānoa Faculty
- How-To's
- Learning Improvement Stories (LIC site)
- Myths & Realities
- Program Assessment Showcase Video Series

https://manoa.hawaii.edu/assessment/resources

ĀĪM TEXAS A&M UNIVERSITY

Office of Institutional Effectiveness & Evaluation

Thank you, Dr. Alicia M. Dorsey
Associate Vice President for Academic Effectiveness & Planning, and SACSCOC Accreditation Liaison

Assessment 101:
- What is an assessment plan?
- Academic Program Assessment Glossary
- Support Unit Assessment Glossary
- What is the difference between CLOs, PLOs, and SLOs?
- How are SLOs assessed?
- Writing Program Learning Outcomes (PLOs)
- Measures of Student Learning

Academic Program Assessment:
- Active Assessment Cycles-Workflows & Due Dates
- Resources for Program Coordinators
- Resources for Department Heads, Assistant Deans & Program Directors
- Resources for Liaisons

https://assessment.tamu.edu/Academic-Programs
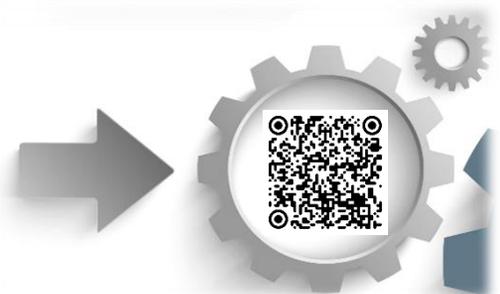
RESOURCES: New to Assessment?

Whether you are new or experienced in the field of assessment, NILOA continues to be an excellent resource for higher education professionals who want to make a difference in assessment at their institutions.

NILOA's *New to Assessment* is a great resource for guiding professionals through the components of assessment. You'll be able to explore topics like key terminology, philosophy, assignment foundations and practices, transparency, and key role players in the process.

NILOA'S Mission: *"The National Institute for Learning Outcomes Assessment (NILOA), established in 2008, is a research and resource-development organization, dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning."*

https://www.learningoutcomesassessment.org/browse-by/new-to-assessment

https://go.iu.edu/4R3X

RESOURCES:
LARC GRANT PROJECT
Assessment Modules

"Thanks to a generous grant from The Davis Educational Foundation, the Learning Assessment Research Consortium (LARC), a group of seven New English colleges and universities, completed a three-year project to develop six modules on a variety of topics related to assessment."

The institutions developed the modules as a customizable resource for professionals assessing student learning at institutional, program and course levels.

NILOA has generously provided free online access to these valuable LARC modules on their website.