**August 2024**

***Assessment planning matrix***

As you begin to prepare for the Fall semester, it is important to plan your program’s student-learning assessment activities. Please use the assessment planning matrix below to outline your assessment plan for each of your program’s student learning objectives. The first row contains an exemplar, and more detailed descriptions for each column are presented below the matrix. Please contact me if you would like to schedule a time to meet over the summer to discuss your program’s assessment plans.

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| **Program**  |  |
| **School** |  |
| **Program Contact**  | **Name:** | **Email:** |

\*Please see more detailed descriptions for each column at the end of the matrix.

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| **Objectives** | **Assessment measures** | **Approximate sample size**  | **Benchmarks** | **Performance targets** | **Rubrics/checklists that will be used** | **Implementation schedule** | **Action plan**  |
| **Exemplar** |
| Students will be able to present relevant information and ideas in an organized fashion | Comp 101 final paperPoli sci 102 research paper | Comp 101—30 papers will be selected across three sections of the course (10 papers from each of the three sections)Poli Sci 102 – 10 papers will be selected from two different sections of the course, with each section consisting of 20 students | Comp 101 final paper – student must achieve a rating of 2 (satisfactory) higher for the organization criterion on the final paper scoring rubric Poli Sci 102 research paper – students must receive a 3 (good) or higher for the organization criterion on the research paper grading rubric  | Comp 101 – 70% of students must receive a rubric score of 2 or higherPoli Sci 102 – 80% of students must achieve a rubric score of 3 or higher | See attached Comp 101 final paper rubricSee attached Poli Sci research paper rubric | Comp 101 paper will be assigned to students in Nov. 2024 and will be due in Dec. 2024. In Dec. 2024 ten papers from each of the three sections (30 papers total) will be randomly selected and scored on organization using the attached final paper rubric.  | In Jan. 2024 the English program will meet to analyze and discuss findings and to make any needed program changes to help students achieve this objective in the future. The program will assess this objective again during the Fall 2025 semester in Comp 101. |
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**Objectives** – Please list your program-level student learning objectives. Remember, student-learning objectives should be specific, directly measurable statements about what you want students in your program to know or be able to do as a result of their program experience.

**Assessment measures** – For each objective please list ***at least two direct assessment methods*** that will be used to measure the program-level student learning objective. Direct assessment methods directly measure student’s performance. Examples include paper assignments, exams, projects, and capstone projects. Please also list any indirect assessment methods that will be used to measure each program-level student learning objective. Indirect assessment methods do not gather direct evidence but infer students’ knowledge and abilities based on student and faculty perceptions about students’ learning. Examples of indirect assessment methods include student and faculty surveys, interviews, focus groups, external reviews, course evaluation questions, and indicators of student engagement.

**Approximate sample size** –Identify the approximate sample size that will be assessed with each assessment measure.

**Benchmark** – A benchmark define what constitutes a student’s success in achieving an objective. For example, a benchmark could be the passing score on a test, or the description of a satisfactory or competent score on a grading rubric.

**Performance target** – For each objective identify the percentage of students that should achieve each objective. Performance targets determine the program’s success in meeting each objective.

**Rubrics/checklists** – Rubrics and checklists provide a transparent and objective way of evaluating student’s performance on an assessment. They are useful for defining benchmarks and enhancing the reliability and validity of grading procedures. Please attach or paste below the matrix any rubric or checklist that will be used for measuring students’ performance on achieving the objective.

**Implementation schedule** – Please describe the semester and year in which the objective will be assessed, and the specific timeline for administering the assessment and analyzing the results.

**Action plan** – Please describe the program’s plan and timeline for reviewing findings, communicating results, and implementing and assessing program changes over time.