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**Cocurricular Unit *Assessment* Plan and Summary**

Insert [Unit Name]

Insert [Division]

Insert [Date of Plan]

Submitted by:

Insert [Name(s) and Title(s) of Person Submitting Program Plan and Status Update]

AY 2024-2025

1. **Introduction and Context**

Begin with a brief introduction describing the relevant history/evolution of the unit. Share the current *mission*, *vision*, *values* and *goals* of the unit and how they align to the division and NIU goals. Describe significant factors that help place the unit in context (e.g., strengths, weaknesses, opportunities, threats). Readers will benefit from knowing how the unit is evolving and how this plan will strategically provide the unit with *actionable data*.

1. **Program Objectives Table**

List the program objectives. These are attainable, action-oriented, short-term statements that *operationalize* and contribute to accomplishing the broader unit goals. For example, a unit goal for the University Honor’s Program may be to provide small courses taught by outstanding faculty that engage honors students in critical thinking, creative writing, and interdisciplinary learning. A corresponding program objective may be to assign sections of honors courses to outstanding faculty. List enough program objectives to add depth/breadth (>3), but not so many as to become cumbersome/intrusive (<12), 6-8 is manageable. Units do not need to assess every objective every year but should plan for a *reasonable data collection cycle.*

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| **Program Objective** | **Performance Target** | **Data Needed** | **Data Source** | **Data Collection Cycle** | **Results** | **Improvements** |
| Definitions:  Specific and concise statements that express how unit goals will be achieved. | The desired level of performance used to determine whether the program objective has been met. | The data needed to determine whether you’ve met your objective. | The source of the data needed to determine whether you’ve met your objective. | The cycle indicating when/how often the data used to determine whether you’ve met your objective will be collected. | Summary of data collected. | Improvements/adjustments made based on results. |
| Example:  Assign sections of Honors courses to outstanding faculty. | 85% of Honors course sections will be taught by full professors each academic year. | Count of full professors teaching Honors sections. | Course schedule and faculty rank data. | End of the fall and spring semesters |  |  |
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# Describe the relationship between your program objectives and the services provided by the unit. [List Here]

1. **Student Learning Outcomes Table**

List the unit’s student learning outcomes. These statements document the educational elements involved in achieving the broader unit goals. They focus on what students will learn through involvement in and/or interaction with the unit. The statements incorporate action verbs that describe observable and measurable behaviors. Verbs like “learn,” “understand” and “demonstrate” should be avoided. For example, a unit goal for the University Honor’s Program may be to provide small courses taught by outstanding faculty that engage honors students in critical thinking, creative writing, and interdisciplinary learning. A corresponding student learning outcome may be Honors students demonstrate advanced levels of critical thinking. List enough program objectives to add depth/breadth (>3), but not so many as to become cumbersome/intrusive (<12), 6-8 is manageable. Units do not need to assess every outcome every year but should plan for a reasonable data collection cycle.

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| **Student Learning Outcome** | **Performance Target** | **Assessment Method** | **Data Source** | **Data Collection Cycle** | **Results** | **Improvements** |
| **Definitions:**  Detailed, measurable statements that describe “the knowledge, skills and habits of mind that students take with them from a learning experience.” (Suskie, 2018, p.41) | The desired level of performance used to determine whether the Student Learning Outcome has been achieved. | The tools used to gather data on student achievement of Student Learning Outcomes. These can be locally developed instruments, nationally administered instruments or performance assessments. | The source of the data needed to determine whether students have achieved the Student Learning Outcome. | The cycle on which the data used to determine whether students have achieved Student Learning Outcome will be collected. | Summary of data collected. | Improvements/adjustments made based on results. |
| Direct Measures  Measures of learning based on demonstrated student performance. Scoring performance on tests, term papers, or the execution of lab skills, would all be examples of direct assessment of learning. | | | | | | |
| **Example:**  Honors students will apply critical thinking skills to solve problems. | 85% of honor’s students will achieve a rating of 4 or higher on critical thinking criteria. | Rubric applied to the  Independent Research Project and/or Artistry Project Evaluation. | AVP for University Honors or designated staff. | Annually. |  |  |
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| Indirect Measures  Perceptions, reflections or secondary evidence used to make inferences about student learning. For example, surveys of employers, students’ self-assessments, and admissions to graduate schools are all indirect evidence of learning. | | | | | | |
| Example:  Honors students will apply critical thinking skills to solve problems. | A minimum of “good” on instrument ratings by 80% of those surveyed and on 80% of the given responses. | A survey measuring the degree to which the program, courses, co-curricular, and extra-curricular activities provided opportunities to engage in critical thinking. | AVP for University Honors or designated staff. | Honors graduates at the end of each semester. |  |  |
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# Describe the relationship between the student learning outcomes and the *experiences* students complete through the unit. [List Here]

## **How does the unit communicate the connection between the student learning outcomes and the student experiences to students, faculty, staff, and the *community*?**

**[Enter Text Here]**

**Explain how assessment results are reviewed and improvements determined. What *stakeholders* are involved and how?**

**[Enter Text Here]**

**Explain how assessment results and efforts to improve have been shared with specific target audiences. [Enter Text Here]**

**Key Terms Listed in the Order in Which They Appear in the Template**

**Assessment:** Assessment is a participatory, iterative process that:

* provides data institutions need on their students’ learning;
* engages the college/school/department in analyzing and using that information to confirm and improve teaching, learning, and service;
* produces evidence that students are learning the intended outcomes;
* guides colleges/schools/departments in making educational and institutional improvements;
* evaluates whether changes made improve/impact student learning; and
* documents learning and institutional efforts.

**Mission:** Statement of purpose.

**Vision:** Statement of long-term aspirations of an individual or organization.

**Values:** “A statement of how an organization does what it does and the principles it will consistently abide by.”

**Goals:** Broad statements about what the program intends to accomplish.

**Actionable data:** Meaningful data that enables programs to make informed decisions or take specific steps to address issues, improve processes, or achieve desired outcomes.

**Operationalize:** The process of translating broad goals into specific, measurable program objectives and/or student learning outcomes that can be implemented and carried out within the context of an operational framework.

**Reasonable data collection cycle:** A practical, systematic schedule for gathering, analyzing and reporting data. The schedule strikes a balance between the frequency of data collection and the resources available for conducting it. It should be neither too frequent nor too infrequent, neither too extensive nor too limited, but rather optimized to allow for timely and accurate decision-making based on relevant and up-to-date information, while also being feasible to sustain over the long term.

**Direct measures:** Measures of learning based on demonstrated student performance. Scoring performance on tests, term papers, or the execution of lab skills, would all be examples of direct assessment of learning.

**Indirect measures:** Perceptions, reflections or secondary evidence used to make inferences about student learning. For example, surveys of employers, students’ self-assessments, and admissions to graduate schools are all indirect evidence of learning.

**Experiences:** The activities, resources and/or services offered to support student learning.

**Community:** Groups external to the university and/or individuals not enrolled in or employed by the university.

**Stakeholders:** An individual, group, or entity that has an interest or concern in your program and that can be affected by or affect its outcomes, decisions, or actions. Stakeholders can include a wide range of parties such as: students, faculty staff, other campus programs, community members, vendors, marketing and communications staff.

**Sources**

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