

ASSESSMENT HANDBOOK

Version 5.1 – March 2020
Effective Fall 2020



CALIFORNIA BAPTIST UNIVERSITY

**CBU ASSESSMENT COMMITTEE in collaboration with the
OFFICE OF EDUCATIONAL EFFECTIVENESS (OEE)**

Mission

Assessment supports the University's mission by ensuring the continuous improvement and ethical stewardship of its programs, services, and resources for all members of the CBU community

Vision

Assessment at CBU will be an increasingly-effective process that involves all members of the CBU community in evidence-based, systematic, authentic self-reflection and continuous improvement.

PLEASE NOTE:

All changes to this handbook—other than minor updates to procedures or terminology—must be approved by the assessment committee.

This Handbook sets forth CBU's assessment structure and practices. Its companion handbook, *Academic Program Review Handbook*, outlines the procedures required to complete a successful program review. Both handbooks are necessary.

All academic and student services programs engage in assessment on an annual basis. Program review is a periodic requirement including annual assessment plans, activities, and results completed during the period of time between program reviews.

WSCUC, our institutional accrediting agency, requires both systematic assessment and program review. Consequently, these faculty-led professional activities are approached as two parts of a single continuous improvement effort. Annual assessment activity builds toward the comprehensive review that takes place every 6 years.

March 2020, V5.1—Comprehensive updates to include transition to Taskstream, updates to assessment committee policy, and stronger connections between annual assessment and program review activities.

Table of Contents

1	Understanding Assessment	4
	Why do Assessment?	4
	Mission	
	Vision	
	What is Assessment?	5
	Structure of Assessment	
	Assessment Committee	
	Assessment Process	
	Using Taskstream for Assessment	11
2	The CBU Assessment Portfolio	12
	Primary Assessment Materials	12
	Mission Statement	
	Developing Student Learning Outcomes	
	Curriculum Map	
	Overall Plan	
	Annual Assessment Materials	20
	Annual Assessment Plan	
	Yearly Assessment Report	
	Operational Plan/Action Items	
	Status Report	
3	Assessment Timeline	22
	Annual Assessment Tasks	
	Overall Assessment Cycle	

I. Understanding Assessment and Its Applications

Why Do Assessment?

Mission of Assessment at CBU

Assessment supports the University's mission by ensuring the continuous improvement and ethical stewardship of its programs, services, and resources for all members of the CBU community

Vision for Assessment at CBU

Assessment at CBU will be an increasingly-effective process that involves all members of the CBU community in evidence-based, systematic, authentic self-reflection and continuous improvement.

Several commitments motivate CBU's emphasis on systematic, formal assessment:

- To ensure that CBU appropriately stewards its human and financial resources by effectively accomplishing its mission
- To better serve CBU students by pursuing academic excellence
- To support evidence-based decision-making
- To provide transparent evidence that CBU and its programs are seeking to effectively accomplish their respective purposes

Additionally, faculty and staff engaged in assessment are more likely to think intentionally about their role at CBU as related to the mission of the University and their particular department or program. As noted in the faculty handbook (3.103, 3.201, 3.204), participation in assessment activities and use of assessment data to support improvements in teaching and learning constitute part of the faculty role at CBU, and are considered in the Promotion and Tenure process as evidence of teaching and service.

Assessment is an ongoing process of continuous improvement. The goal of assessment is not to showcase a program's successes—though this is a fortunate benefit. Rather, through the collection, analysis, and discussion of assessment data, the process seeks to demonstrate systematic and continuous efforts aimed at improving student learning. This means that, at times, students may not demonstrate learning as strongly as desired. This is good assessment because it provides opportunities for program faculty to address the issue and strengthen the program. Thus, quality assessment practices are:

- Faculty-led
- Standardized across all faculty teaching in a program
- Evidence-based
- Characterized by critical analysis and reflection on data collected
- Systematic

The assessment committee is dedicated to promoting and supporting assessment practices and policies that are useful for each program. If it is found that a particular element of the current

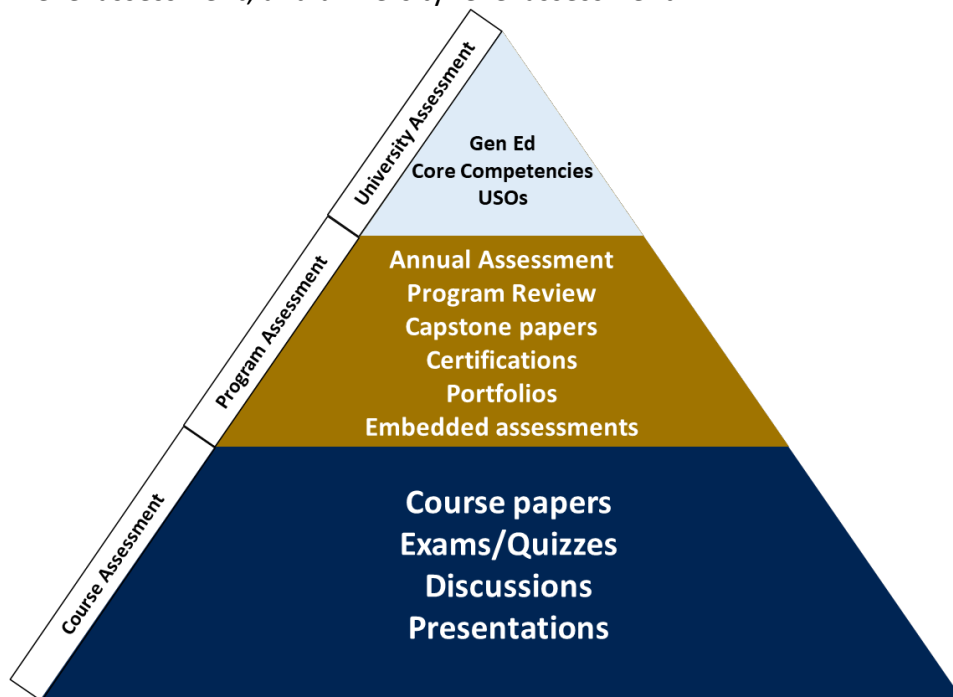
assessment paradigm does not effectively support continuous improvement, recommendations to adjust the structure can and should be made to the committee.

What is Assessment?

Many faculty members are surprised to learn that they already engage in assessment every semester. When an instructor makes changes to future iterations of his or her course based on low final exam scores, or a program makes curricular changes on receiving news that graduates are not successfully completing an important capstone certification, assessment has taken place. Instructors that are concerned deeply about student learning often employ superior assessment practices without necessarily thinking in such terms. Formal assessment as discussed in this handbook merely involves the intentional planning and documentation of this work.

The Structure of Assessment

Assessment work at CBU can be broken down into three tiers: course-level assessment, program-level assessment, and university-level assessment.



Course Assessment—This seeks to measure how well individual students achieved the course objectives. The goal is to assign an overall grade to each student in the course. As such, artifacts and evidence aligned specifically to the course objectives (e.g., final exam, term paper, etc.) serve as strong indications of course-level learning. The question answered by course assessment is “To what extent did students *in a class* learn the material (objectives) the course was designed to teach?”

Program Assessment—This is an annual, on-going process to collect evidence demonstrating the degree to which a program/major is meeting its stated SLOs. Assessment utilizes evidence collected from students to determine how well the **program** as a whole served **all** its students. This evidence fuels analysis and discussion on continuous improvement efforts within the program. It is used to determine whether or not students *as a group* can perform at the desired level for any given program-based learning outcome. Toward this end, evidence that involves demonstration of learning across multiple courses (e.g., capstone portfolios, papers, internships, etc.) provide the strongest evidence of student learning at the program level. Program assessment is a systematic process aimed at answering the question, “To what extent did students **in a program** demonstrate the outcomes the program was designed to develop?”

University Assessment—University assessment involves measuring student learning outside of individual programs. At the university level, this means determining the extent to which students and graduates are meeting the University Student Outcomes (USOs), general education expectations, and core competencies. Program SLOs and GE assignments throughout the curriculum have been identified as collection places for evidence concerning University-level outcomes. University assessment seeks to answer the question, “To what extent did students **at CBU** demonstrate the outcomes associated with a CBU education?”

The University seeks to provide academic programs that prepare students for professional careers, as well as co-curricular programs that foster an environment supporting the intellectual, physical, social and spiritual development of each student. Within these arenas of the student experience the University, through its faculty and administration, has identified student outcomes as desirable and reflective of the impact it seeks to have in the lives of its students. Upon completion of a degree program, each student at California Baptist University should be able to:

UNIVERSITY STUDENT OUTCOMES

Biblically Rooted

1. Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian’s role in fulfilling the Great Commission.

Globally Minded

2. Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.

Academically Prepared

3. Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.
4. Demonstrate competence in mathematical, scientific, and technological skills.

Equipped to Serve

5. Transfer academic studies to a profession and the workplace.
6. Implement a personal and social ethic that results in informed participation in multiple levels of community.

These USOs are intended to guide the creation of each program’s SLOs. Thus, program SLOs are explicitly mapped to the USOs and are a contextualized expression of the USOs. As programs measure the extent to which students are demonstrating their SLOs, they also provide evidence of student learning relative to the USOs.

Core Competencies

The Assessment Committee has determined that developing these students to demonstrate these USOs also leads to demonstration of the five required WSCUC Core Competencies according to the following mapping scheme:

Core Competency	USO
Information Literacy	Transfer academic studies to a profession and the workplace.
Oral Communication	Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual presentation.
Critical Thinking	
Written Communication	
Quantitative Reasoning	Demonstrate competency in mathematical, scientific, and technological skills.
No Core Competency Requirement	Implement a personal and social ethic that results in informed participation in multiple levels of community.
	Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian's role in fulfilling the Great Commission.
	Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.

The Assessment Committee

At CBU, the Assessment Committee supports the continuous improvement of the University by planning, reviewing, and recommending modifications to its assessment plans, policies, and procedures.

The committee's responsibilities include

1. oversight and improvement of all policies and procedures related to assessment;
2. ensuring implementation of University assessment processes;
3. supporting and promoting assessment within localized areas;
4. promoting and hosting activities that foster professional growth in the practice and scholarship of assessment;
5. reviewing the assessment work of individual programs on an annual basis.

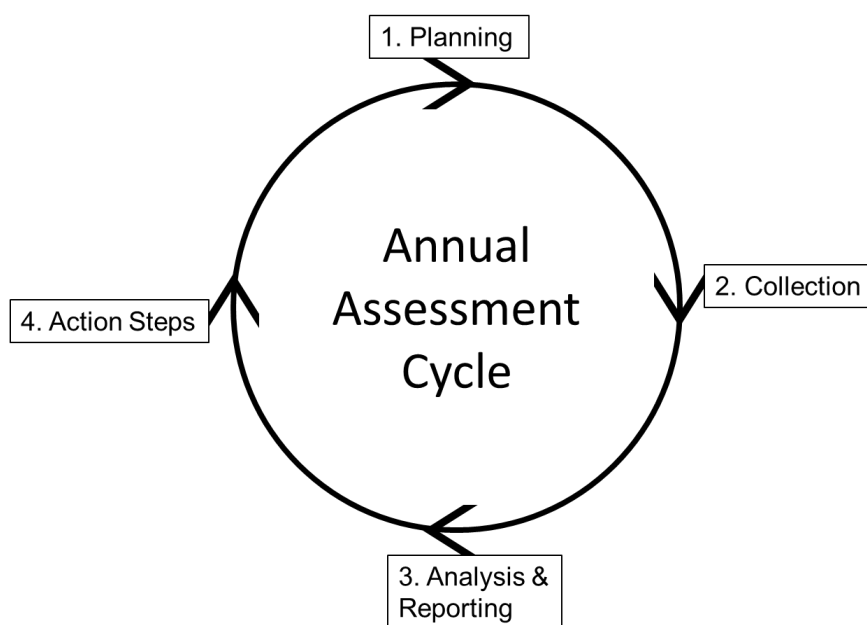
Specifically, this entails the following regular activities:

1. assessing the effectiveness of current assessment practices and recommending policies and procedures related to assessment;
2. serving as a liaison between a committee member's unit and the assessment committee (bringing concerns from a unit to the committee and vice-versa);
3. representing the interests of each committee member's unit in committee decisions;
4. updating the assessment handbook and program review handbook and approving all major changes;
5. planning and hosting events and other professional development activities to support and develop a culture of continuous improvement at CBU;
6. reviewing and accepting aspects of each program's annual assessment portfolio, including annual assessment plans (APLans) and yearly assessment reports (YReports);
7. reviewing and accepting program review portfolios;
8. advocating for continuous improvement efforts across the University.

Representatives from each college, school, or relevant unit (e.g., Library) work on the committee to provide oversight of the University's assessment procedures. These representatives also serve as the primary assessment support for their respective colleges and schools. Typically, responsibility for assessment within each program will rest with that program's director or lead as determined by college/school leadership. Questions related to assessment should typically start with an assessment committee representative.

The Assessment Process

Assessment at CBU is a cyclical process centered on measurement of student learning. Each program at CBU has articulated Student Learning Outcomes (SLOs). These SLOs clearly state what a graduate of each program should be able to know or do as a result of the educational experiences affiliated with that program. These SLOs are an expression of the program's mission—the program's unique purpose that distinguishes it from other programs at CBU.



1. Planning

Every assessment cycle begins with **planning**. This requires a program to submit an annual assessment plan indicating the assessment activities in which a program will engage for the academic year. This minimally involves gathering and analyzing student learning outcomes data related to a single SLO, but it can involve much more. Programs may desire to spend the year redesigning assignments or rubrics, or may choose to spend the year assessing multiple SLOs. Flexibility is built into the assessment process, but it is a requirement that all programs engage in formal assessment activity every year.

In the planning phase, a program will typically identify at least one SLO and one data collection point (e.g., a course assignment that provides insight at the program level, or a program capstone assignment) to ensure that evidence of student learning is available for analysis and discussion later in the year. Ideally, student artifacts and evidence of learning are collected and archived over multiple years to enable longitudinal comparison of student learning assessment data over time. Formally, the planning phase culminates in submission of an Annual Assessment Plan, or APlan (see below for instructions regarding submission of the APlan).

In addition to this one SLO, programs engage in critical reflection related to one or more areas of the program review portfolio each year. This reflection is reported at the end of

each year and helps the program faculty prepare for the comprehensive self-study taking place every five years. Programs must also interact with enrollment, retention, and student success data each year. This information is provided by the Office of Institutional Research.

2. Collection

In the areas identified in step 1, it is important to ensure that the necessary evidence of student learning is collected as planned. As noted in step 1, it is ideal to engage in ongoing collection of evidence in order to furnish data spanning multiple years for step 3 below. The individual charged with oversight of assessment for each program is responsible for ensuring the collection of the necessary artifacts.

3. Analysis and Reporting

As the evidence identified in step 1 is collected, faculty teaching in the program should gather in order to analyze and discuss what the evidence indicates about student attainment of the program's outcomes. This works best when faculty separate grading (which is a measure of course-level learning) from scoring (which is designed to focus on how a student performed relative to a program-level outcome). Scoring should generally be performed with a standardized instrument, such as a rubric, so that everyone involved in the scoring uses the same criteria of evaluation.

After the evidence has been analyzed and discussed, faculty teaching in the program can suggest solutions to any issues discovered, or celebrate the strengths of the program. It is important to remember, however, that even though students may meet the criteria for success determined in step 1, analysis and discussion of the data must still occur. Even if the discussion does not surface issues with student learning, it still provides an opportunity for critical self-reflection on the rubric and artifact used to assess the SLO. This culminates in the submission of a Yearly Report (YReport, see below). Documentation of critical reflection (e.g., rubrics utilized, aggregate data, meeting minutes, etc.) should be submitted as evidence that critical reflection has occurred.

The reporting also includes reflection on the work undertaken to prepare for program review that year, reflection on critical analysis of student success data, and reporting of all other assessment work in which the program engaged that year.

4. Action Steps

The YReport submission must include improvements planned as a result of the evidence analyzed and discussed in step 3. These action steps must specify the individual responsible for completing the improvement work, along with a timeline for completion and budgetary requirements. The action steps should be realistic, attainable goals that can be reasonably accomplished within the next 12 months.



5. Program Review

Annual assessment ultimately builds toward a comprehensive review of the program every six years. This review takes into account the annual assessment of student learning, but also considers other metrics of program quality and vitality (e.g., enrollment, faculty qualifications, student demographics, etc.). The program review culminates in the articulation of action steps related to program improvements arising from the analysis and reporting of data throughout the review. More information on this program review process is available in the most recent edition of the program review handbook.

6. Loop Year

Program review is followed by a loop year, in which programs engage in “closing the loop” activities. These activities are the action steps articulated at the culmination of the program review. Programs are required to report on plans to complete the activities at the beginning of the year and report on completion of these activities at the end of the year.

7. 12-month follow up

After 12 months (at the end of the loop year), the program submits a status report outlining completion of the improvement activities undertaken during the loop year. This is further outlined in the program review handbook.

Using Taskstream for Assessment

CBU has adopted a web-based assessment management system (AMS) called Taskstream. Every CBU faculty and staff member tasked with reporting assessment activities should have a Taskstream AMS account. Accounts can be created/activated by emailing educationaleffectiveness@calbaptist.edu and requesting an AMS account. Taskstream may be accessed via the www.calbaptist.edu/assessment page. Simply click on the link that says “Click here to log into Taskstream AMS.”

Video tutorials explaining the use of Taskstream are embedded within the “Directions” area of each section of the Taskstream portfolio, or online at www.calbaptist.edu/assessment. Information regarding each section of the Taskstream portfolio can be found below. If necessary, the Office of Educational Effectiveness (educationaleffectiveness@calbaptist.edu) can provide additional support or training as needed.

II. The CBU Assessment Portfolio

This section provides explanation concerning the structure of the assessment portfolio. Each portfolio contains the following elements:

1. Primary Assessment Materials
 - a. Mission Statement
 - b. Curriculum Map
 - c. Overall Assessment Plan (OPlan)
2. Annual Assessment Materials (section for each annual cycle)
 - a. Annual Assessment Plan (APlan)
 - b. Yearly Assessment Report (YReport)
 - c. Action Steps
 - d. Status Report

Each section of the portfolio is explained in detail in the remainder of this handbook.

Primary Assessment Materials

These elements of the program portfolio are completed when a program is launched. A program's mission, SLOs, curriculum map, and overall plan are ideally updated only in the loop year following a program review.

Mission Statement

A foundational and functional statement that provides a precise description of why the program exists and what it does. Each program should have a unique mission statement that distinguishes it from all other programs at CBU. A well-developed mission statement provides the foundation on which to develop appropriate student learning outcomes. A video demonstrating how to update a program's mission statement in Taskstream can be found at www.calbaptist.edu/assessment.

An effective mission statement clearly defines a program by answering the following questions:

- What is the program?
- What does the program do?
- How is it done?

The following are some best practices for developing or revising a mission statement:

- A collaborative effort produces the most effective mission statement; include all the programmatic staff and faculty in the process.
- The statement should be sufficiently narrow to clearly depict what is unique about a program while remaining broad enough to encompass the learning that results from a student's time in the program.

- The mission statement should be one sentence, if possible.
- The program’s mission should be a clearly contextualized expression (not repetition) of the CBU Mission.

What is the program?

The Bachelor of Arts in Underwater Basket Weaving...

What does the program do?

...equips graduates to faithfully pursue a career in the unique art of underwater basket weaving...

How is it done?

...by providing courses emphasizing the integration of Christian faith with the art of basket weaving and underwater activities.

More Examples:

Bachelor of Science in Biology (not CBU)

The Bachelor of Science in Biology prepares graduates for employment in various biology-related areas and for the pursuit of advanced degrees in biology and health-related professional schools by educating them in the fundamental concepts, knowledge, and laboratory techniques and skills of the life sciences.

Bachelor of Arts in Biblical Studies (not CBU)

The Bachelor of Arts in Biblical Studies prepares graduates to interpret and apply the Bible within the context of historic Christian faith and practice and to pursue further seminary study by equipping them with skills in biblical interpretation, theology, church history, and ministry.

Developing Student Learning Outcomes (SLOs)

Successful student learning assessment begins with well-stated Student Learning Outcomes (SLOs). SLOs are statements that identify, in measurable terms, what the program wants students who complete the program or major to **know** (cognitive—facts, information, knowledge), **feel** (affective—dispositions, attitudes opinions, preferences) and/or **do** (psychomotor—behavior, actions, skills). All programs are also asked to include at least one faith integration outcome. There is no exact number of SLOs a program should articulate. However, assessing more than 10 SLOs in a 4-year cycle can become overwhelming and difficult to manage. The SLOs must be program-specific expressions of the overall university student outcomes (USOs). Thus, each SLO must be mapped to a corresponding USO (e.g., “SLO1 maps to USO2,” etc.). This can be indicated in Taskstream. A video demonstrating how to arrange this mapping is available at www.calbaptist.edu/assessment.

Measurable Student Learning Outcomes

SLOs provide a clear, concise statement of what students will know, feel, or be able to do as a result of the learning experiences embedded within the program. They use action verbs, concrete phrases, and straightforward language to clearly describe desired learning outcomes in a measurable way. When designing outcomes, it is important to think about how the student learning related to each outcome will be assessed. The curriculum and learning activities must provide opportunities for the collection of evidence demonstrating student attainment of each SLO at multiple stages throughout the program.

Strong SLOs are:

- **Clear expressions of a program's mission, CBU's mission, and the University Student Outcomes**

Each SLO should clearly express a learning outcome inherent to the accomplishment of the program's mission. It should also be a clear expression of one or more of the USOs.

- **Stated in terms of the learner**

The statement should focus on describing what students in the major (program, etc.) are expected to accomplish by the time they complete the program.

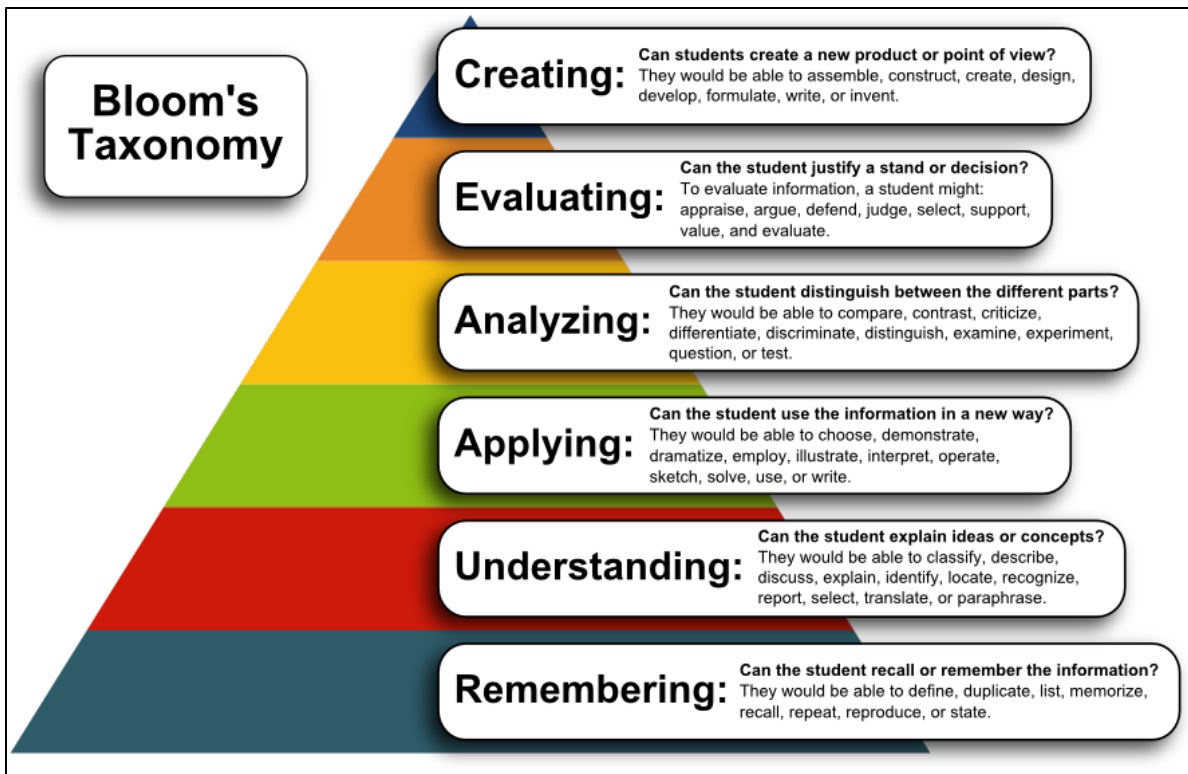
Example:

Students graduating with a Bachelor of Arts in Underwater Basket Weaving...

Students graduating with a Bachelor of Science in Biology...

- **Focused on a specific learning domain using measurable verbs**

There are three generally recognized learning domains: cognitive (**knowledge/understanding**), affective (**feelings/dispositions**), and psychomotor (**actions/skills**). An acceptable learning outcome identifies desired learning within one of these domains. The following pyramid provides several examples of verbs that can be utilized. Bloom's Taxonomy builds from the most fundamental level of learning (remembering/identifying information) to the most advanced (creating new material).



Source: Old Dominion University

Example:

*Students graduating with a Bachelor of Arts in Underwater Basket Weaving **will reproduce...***

*Students graduating with a Bachelor of Science in Biology **will employ...***

The focus on measurement requires that the SLO statement should be an observable act that can be demonstrated through the curriculum and activities embedded within the program.

- **Completed with specific language indicating the area or end in/to which learning is demonstrated**

Following the verb, the SLO should specify in as much detail as possible the learning that will be demonstrated using the verb. This should emphasize measurability as well. A good test for this is to ask the question, "How would I know (i.e., what would I observe?) that a student has attained this outcome as desired?"

Example:

*Students graduating with a Bachelor of Arts in Underwater Basket Weaving will reproduce **five different types of basket weaves.***

*Students graduating with a Bachelor of Science in Biology will employ **the scientific method to answer critical questions related to the life sciences.***

More examples

Students graduating from the BA/BS in psychology will:

- Explain experimental approaches used to study human behavior
- Use appropriate statistical reasoning
- Describe variability in human behavior
- Outline psychological history and systems
- Write an acceptable psychology research paper
- Defend the logic for ethical behavior in psychology

Faith Integration

Since each SLO is a program-specific expression of a USO (i.e., each SLO is mapped to at least one USO), each program must have at least one SLO that focuses on faith integration as an expression of the following USO:

Upon completion of a degree program, each student at California Baptist University should be able to demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian's role in fulfilling the Great Commission.

These SLOs focus on the integration of faith and learning in a specific discipline. As with the SLOs discussed above, faith integration SLOs should focus on the demonstration of learning that results from student engagement in the program's learning activities. At least one faith integration outcome is required, but more may be articulated if necessary to accomplish the program's mission. An introduction to the concept of faith integration can be found online at www.calbaptist.edu/assessment.

Faith integration examples

Students graduating from the BA/BS in Psychology will:

- Apply biblically-based reasoning to psychological issues
- Articulate how psychology is affected by a Christian view of truth

Evaluating SLOs

The following 4-point rubric has been adopted by the assessment committee for the evaluation of appropriate SLOs.

Basic Criteria for Evaluating Measurable Student Learning Outcomes				
CRITERIA	1 Undeveloped	2 Initial	3 Proficient	4 Developed
Stated in terms of the learner	Missed; not stated in student terms; focus is on content covered or instructor activities	Ambiguous; cannot discern readily that the emphasis is on student learners	Somewhat ambiguous; emphasis on student learners is implied	No ambiguity; it is a statement focusing clearly on student learning
Focuses on a specific learning domain (know, feel, or do)	Missed; a specific learning domain is not evident or even included	Ambiguous; cannot discern readily the intended learning domain; questionable	Somewhat ambiguous; the learning domain is implied, but not stated clearly	No ambiguity; the learning domain is obvious in the wording, no doubts; stated clearly
Uses terms and language that facilitate measurement (feedback, evidence)	Missed; main verb and language in general do not lend themselves to knowing if the intended learning is achieved	Ambiguous; main verb and language in general are abstract; lacks adequate specificity; unsure when or how intended learning is achieved	Somewhat ambiguous; the main verb and language in general imply learning but; achievement left to implication or interpretation	No ambiguity; main verb and language in general are well chosen, no doubts; clearly identifies the intended learning
Sets forth a realistic and reachable expectation³	Missed; expected learning is unrealistic and not achievable	Ambiguous; cannot tell exactly if it is reachable; thus, it is hard to tell if it is realistic	Somewhat ambiguous; the expected learning is perhaps achievable, but perhaps not	No ambiguity; the learning expectation is realistic and achievable; stated clearly

Curriculum Map

A curriculum map (also called a program outcome alignment matrix) aligns a program’s courses or activities with its Student Learning Outcomes (SLOs). A curriculum map provides a clear picture of the courses in which an SLO is addressed. It also provides clarity regarding the student performance level expectations for faculty teaching program courses. Each number in the curriculum map corresponds to a different level of SLO attainment.

On a 4-point scale, all students entering the program may be expected to demonstrate learning at level 1. By the end of the program, students must be expected to attain a level 4. The learning experiences for each SLO must be designed to eventually lead all students to level 4 attainment, and each course must address at least one SLO. Wherever a number corresponds to a course and SLO in the map, it is expected that the student learning outcome is demonstrated. These numbers should further correspond to levels of attainment on a rubric designed around the SLO. Thus, in a level 3 class, students would be expected to score at least a 3 out of 4 on a 4-point rubric related to the SLO addressed by that class.

Navigate to www.calbaptist.edu/assessment for a video explaining how these levels of attainment relate to the assessment of student learning in a program.

These increasing levels of outcome attainment are articulated on the curriculum map as seen below and can be easily aligned with an assessment rubric. Videos demonstrating how to complete a curriculum map can be found at www.calbaptist.edu/assessment.

BA Underwater Basket Weaving_2020

Courses and Activities Mapped to Student Learning Outcomes

Show Outcome Descriptions Show Course/Activity Detail

BA Underwater Basket Weaving Student Learning Outcomes			
	SLO #1 Students will become certified scuba divers	SLO #2 Students will learn over 5 different types of basket weaves.	SLO #3 Students will be able to hold their breath underwater for 5 minutes or more.
Courses and Learning Activities			
+ UBW 101 Intro to Basket Weaving	1	Click	1
+ UBW102 Advanced Topics in Weaving	Click	2	Click
+ UBW 208 Seminar on Waterproof Baskets	Click	Click	3
+ UBW 345 Ethical Issues in Basket Weaving	Click	3	Click
+ UBW 499 Advanced SCUBA Portfolio	4	Click	4

Curriculum map example

Overall Assessment Plan (OPlan)

An overall assessment plan (OPlan) outlines when and how a program's SLOs will be assessed in the period between each program review. A new OPlan plotting out a program's 5-year assessment schedule should be created in the loop year following a program review. The OPlan is entered in the Taskstream AMS system and addresses the following areas:¹

1. Assessment activity/Item to be assessed

What assignments and/or activities will be used to gather evidence of student learning for each SLO? If an assessment activity is planned (e.g., revision of a curriculum map or SLOs), what is it?

2. Type of Assessment

What type of assessment measure is this?—Direct (exam, certification, portfolio, artifact) or indirect (survey, focus group, etc.). If an activity, what type of activity is this?

3. Description of assessment item/activity as related to program SLOs.

How does this artifact relate to the SLO assessed? If an activity, for what reason is the activity undertaken?

4. Criteria for success

What is an acceptable level of student learning at each respective stage in the program?

5. Reflection on Criteria for success

Why was this particular benchmark chosen? On what basis is this expectation set?

6. Implementation Plan

When will each SLO be assessed? Each SLO should receive targeted attention at least once in preparation for each program review.

7. Key/Responsible Personnel

Who is responsible for ensuring this assessment evidence is collected?

OPlan example for a single SLO

Outcome: SLO #1 Demonstrate proficiency with the materials, techniques, and tools of theatre performance or design.	
Measure: General Design and Technology Rubric Program level Direct - Other	
Details/Description:	A2 General Design and Technology Rubric: Representative Projects and assignments assessed using a standard assessment of student proficiency in the use of tools, materials and techniques of stage design and technology in advanced courses. THE 431: Advanced Design Lighting THE 432: Advanced Design Scenery
Acceptable Target:	35% of students demonstrate the "Excellent Presentation" level of proficiency in selected design and technical skills in design courses. 50% of students demonstrate the "Sufficient or Uneven Presentation" levels of proficiency in selected design and technical skills, in design courses.
Implementation Plan (timeline): Key/Responsible Personnel:	2014-2015

¹ A video demonstrating how to complete an OPlan in Taskstream is accessible at www.calbaptist.edu/assessment.

Annual Assessment Materials

These documents are completed each academic year. Each annual cycle will contain its own planning and reporting sections. These submissions are reviewed by the assessment committee using a standardized rubric.

Annual Assessment Plan (APlan)

The APlan contains the same elements as the OPlan, but focuses on only one year of assessment activity. The APlan is submitted once each year for each program. An APlan specifies the assessment activities in which a program will engage each year. Typically, this focuses on evidence collection and analysis for at least one SLO each year, but it may also include additional assessment activities such as loop year plans for revision of a program's SLOs and curriculum map. The APlan is submitted at the end of each spring semester in preparation for the following year's assessment work. The YReport (see below) is submitted the following spring to report on the assessment activities described in the APlan. An instructional video demonstrating completion and submission of an APlan can be found at www.calbaptist.edu/assessment.

APlan submissions that do not meet minimum criteria will be returned to the program for revision:

1. APlan is consistent with curriculum map and OPlan.
2. All fields are complete with sufficient detail and clarity required for evaluation.
3. Program is on track to assess all SLOs before next program review.

Yearly Assessment Report (YReport)

The YReport is submitted each spring and provides an accounting of the assessment activities in which the program engaged for the year. Each program must report on the following elements:

- 1. Data collected**
Evidence of assessment work must be attached (e.g., Blackboard or Taskstream LAT rubric reports, meeting minutes, etc.). All student information should be removed from submissions.
- 2. Assessment instrument utilized**
The assessment instrument (e.g., rubrics, survey, question route, etc.) must be attached.
- 3. Criteria for success**
Describe whether the criteria for success were not met, met, or exceeded.
- 4. Analysis and reflection**
The program must report on the reflection that occurred as a result of data collected and analyzed in relation to SLO and teaching/learning in the program.
- 5. Recommendations for improvement**
These recommendations will form the core of the program's plans for improvement (see Operational Plan/Action Steps below).
- 6. Program Review**

Each year, programs must reflect and report on progress made toward program review.

7. Student Success Data Reflection

Each year, programs are provided the opportunity to reflect and report on student success data (including, but not limited to retention, graduation rates, and DFWI rates) related to the program.

YReport submissions that do not meet minimum criteria will be returned to the program for revision:

1. YReport is consistent with APlan.
2. All fields are complete with sufficient detail and clarity required for evaluation.
3. Appropriate documentation supporting analysis and reflection in the report is attached.
4. Assessment instruments utilized for data collection and analysis attached.

The following rubric is utilized by the assessment committee to evaluate the submission:

	1 Undeveloped	2 Initial	3 Proficient	4 Developed
Summary of Findings	Summary provides minimal synthesis and description of data collection. Findings are reported without comment.	Summary provides some synthesis and description of data collection. Findings receive some additional description but submission is unclear or does not account for all findings.	Summary provides adequate synthesis of data collection strategies and findings. All findings receive adequate description, though some questions remain for reviewer.	Summary provides detailed synthesis of all findings and data collection strategies (e.g., all measures in APlan are accounted for, process for collecting the data is described in detail, findings are clearly and succinctly summarized)
Data Collection Strategies	Data collection does not demonstrate intentions to use any accepted practices for ensuring data quality.	Data collection demonstrates efforts to collect quality data, but does not utilize strong methods.	Data collection demonstrates the use of several strong data collection strategies, but use of strategies is not widespread.	Data collection represents high quality practice: minimizes bias and maximizes reliability of findings (e.g., a rubric is utilized, program engages in inter-rater reliability or calibration, etc.)
Critical Reflection on Findings	Narrative does not critically reflect on the data provided. Reflection is a restating of the findings.	Narrative provides some acknowledgement of achievement gaps and/or areas for improvement of student learning.	Narrative provides some critical awareness resulting in further research; some questions are left unexamined or unexplored.	Critical reflection clearly seeks to find opportunities for program improvement (e.g., Data disaggregated, analysis prompts additional questions and research, questions prompted by data are fully explored, etc.)
Recommendations for Improvement	Recommendations are present but are superficial, not actionable and connected to data analysis.	Recommendations are present but relationship between analysis and recommendation is at time unclear.	Recommendations are present, generally clear, and connected to analysis of data connected. Some areas for improvement identified in critical reflection are not present.	Recommendations are actionable and clearly result from sound analysis of data collected (e.g., figures and findings are explicitly cited as motivators for recommendations, recommendations are based on additional research or professional best practices, etc.)

Operational Plan/Action Items

After the YReport has been submitted, the recommendations resulting from the annual assessment activity must be translated into action steps outlined in the Operational Plan section of the annual assessment cycle. The Operational Plan must include the following elements for each action item (relevant documentation must be attached to the plan):

1. Action Item

In which improvement efforts will the program engage as a result of assessment work completed in the preceding year?

2. Action Item Description

Describe the action item, its purpose and goals, and any budgetary implications for the activity.

3. Implementation Plan (timeline)

How long will this action item take to complete? What is the planned completion date?

4. Personnel Responsible

Who is responsible for this action item? Who will make sure it takes place?

5. Criteria for Success

How will you know when the action item has been completed successfully? This will typically involve some kind of objective measure or standard.

6. Budgetary Implications

If there is a budgetary implication for the action item, include the cost of the action item. This will be reviewed by the assessment committee member representing your college/school.

Incomplete operational plans will be returned to the program for revision and resubmission.

Status Report

As action items are implemented, status reports related to each item must be submitted to document successful completion of improvement efforts. This brief report includes the current status of the action item, documentation and reflection on all steps taken to date, and next steps planned for the action item.

III. Assessment Timeline

Annual Assessment Tasks

1. **September**
 - Review and approval of **APLans** by assessment committee

2. **October–April**
 - Data collection and discussion among program faculty
 - Update **Status Report** for previous year’s action steps

3. **May**
 - Completion of **YReport** for current year
 - Finalize **Status Report** updates for the year
 - Completion of **Operational Plan/Action Items** for current year
 - Completion of **APlan** for following year

Overall Assessment Cycle

Year 1	Annual assessment; review of faith integration practices
Year 2	Annual assessment; review of faculty qualifications
Year 3	Annual assessment; review of mission and SLOs
Year 4	Annual assessment; review of curriculum
Year 5	Program review; program completes self-study.
Year 6	Loop Year; program updates mission, SLOs, curriculum map, OPlan. Program improvements resulting from program review are pursued with a 12-month report at the end of the loop year.