

ACADEMIC ASSESSMENT RECORD 2005-2006

YOUR COLLEGE/SCHOOL:

DEGREE PROGRAM COVERED BY THIS PLAN:

% OF YOUR FACULTY MEMBERS WHO CONTRIBUTED TO THE DEVELOPMENT OF THIS PLAN:

NAME OF YOUR DEPARTMENT'S ASSESSMENT REPRESENTATIVE:

TODAY'S DATE (FOR TRACKING):

CONGRUENCY OF OUTCOMES TO GUIDING DOCUMENTS:

I. Intended Student Learning Outcome

A. First Means of Assessment/Criteria for Success

1. Assessment Results
2. Use of Results

B. Second Means of Assessment/Criteria for Success

1. Assessment Results
2. Use of Results

II. Intended Student Learning Outcome

A. First Means of Assessment/Criteria for Success

1. Assessment Results
2. Use of Results

B. Second Means of Assessment/Criteria for Success

1. Assessment Results
2. Use of Results

III. Intended Student Learning Outcome

A. First Means of Assessment/Criteria for Success

1. Assessment Results
2. Use of Results

B. Second Means of Assessment/Criteria for Success

1. Assessment Results
2. Use of Results

INSTRUCTIONS FOR COMPLETING ASSESSMENT PLAN

The **Dean** you report to at CNU

The **degree program** covered by this document

The **percentage** of people in your department who had a role in developing this document

The **name** of the person in your department who coordinates your department's assessment activities

The **date** you completed the document

Congruency of Outcomes to Guiding Documents: How your intended learning outcomes tie into Vision 2010 and other guiding documents

The 3 **Intended Student Learning Outcomes** that your department examined this year to determine if your degree program is "doing what you say it's doing"

The **First Means of Assessment** is the primary method you used to determine if the outcome was achieved during the year. The **First Means** comprises some sort of measurement tool (a standardized exam, a local test, a survey, an exit interview, an inventory, etc.) and the quantitative criteria by which you judged whether the **Intended Outcome** was achieved.

The **Second Means of Assessment** is a secondary method you used to validate the results of your **First Means**. It also comprises a measurement tool (but can be an indirect measure like a survey) and usually a quantitative expectation about outcome achievement. The **Second Means** is necessary because it is important to validate all assessment results before using valuable time and energy to make teaching/curricular changes.

The **Assessment Results** sections call for summaries of the scores, responses, etc. from the assessment tools you used.

The **Use of Results** sections call for explanations of whether the actual assessment results did not meet, met, or exceeded your expectations. Please describe any changes or improvements you *have made* to your program because of the assessment results. Please explain what the findings of your assessment studies mean to your program plans for next year.