

Assessment Plan Template

Program _____

Assessment Coordinator _____

Department(s) or Interdisciplinary Council Responsible for the Program _____

Five-Year Implementation Dates _____

1. Student Learning Outcomes for the program

List the Student Learning Outcomes in each of the domains that apply to the program.

Domain: Knowledge

Upon the completion of the program, students should be able to

Knowledge	Objective
K1	
K2	
K3	
K4	
K5	

Domain: Skills

Upon the completion of the program, students should be able to

Skills	Objective
S1	
S2	
S3	
S4	

Domain: Perceptions, Values, Ethics

Upon the completion of the program, students should

Perception, Values, Ethics	Objective
V1	
V2	
V3	

2. Curriculum Alignment of Student Learning Outcomes

Where is the information introduced, emphasized, and/or reinforced in the courses required in the program?

Use the format below to list the program Outcomes and the Core Courses. Fill in each cell with either:

- an **'I'** where the outcome is *introduced*,
- an **'E'** where the outcome is *emphasized*,
- and/or an **'R'** where the information is *reinforced*.

	Core Courses									
Learning Outcomes										
K1										
K2										
K3										
K4										
K5										
S1										
S2										
S3										
S4										
V1										
V2										
V3										

I = Introduced

E = Emphasized

R = Reinforced

3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan

- What instruments will be used in each of the five years?
- When and where will they be administered in each of the five years?
- Which Student Learning Outcomes will be assessed during each of the 5 years?
- How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

Outcomes to be Assessed	Instruments to be used each Year	Expected Measures from the Instruments	Academic Year
			Year 1
			Year 2
			Year 3
			Year 4
			Year 5

4. Dissemination of Information over the 5 year period of this Plan

When, where, and how will results be disseminated to stakeholders in each of the 5 years?

Expected Measures from the Instruments	Affected Stakeholders	Dates and locations for dissemination of results

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____

Appendix A: Capstone Projects Scoring Rubric

TEAM Members

Category	1	2	3	4	5	score
Purpose and Study	Purpose is not described, data and variables are not describes	Purpose and is given, Data source and variables are not listed	Purpose is described, Data source and variables are listed	Purpose is described, Data source and variables listed and are explained clearly	Purpose is described; data and variables are clearly explained. The relation between purpose and data are explained clearly.	
Methods and Analysis	No analysis is given	Methods are described. The process of analysis is not done properly.	Methods are described. The process of analysis is done properly. Explanation is not clear	Methods are described. Process of analysis is done properly and explanation is clear. Reasons for the choice of the methods are not explained clearly.	Methods are described. Process of analysis is done properly and explanation is clear. The reason of using the method and analysis is explained clearly.	
Results	No results is presented	Partial results are presented with little explanation	Complete results are described with little explanation.	Complete results are described with adequate explanation.	Complete results are given with clear explanation and proper connection with the purpose of the study.	
Discussion and Conclusion	No conclusion, no discussion	Conclusion is given, but, not correct.	Adequate Conclusion is given with partial discussion, but not clear.	Adequate Conclusion is given with clear discussion, but does not connect back to the purpose.	Adequate Conclusion is given with clear discussion, and connected with the purpose.	
Team work	No coordination among team members	Little coordination	Some coordinator among team members	Good coordinator among team members	Excellent coordination among team members	
Presentation and organization	Unclear, unorganized	Partially Organized, but, poorly presented	Partially organized, adequately presented.	Well organized, not presented clearly.	Well organized, well presented.	
Overall	Very poorly done, very little effort to conduct the study	Poorly done, some effort to conduct the study	Adequately done, some effort to conduct the study	Adequately done, good effort to conduct the study	Excellent work, excellent effort to conduct the study.	
TOTAL SCORE						

Presentation Scoring Rubric

Name: _____

Teacher: _____

Date of Presentation: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
				Total---->	_____

Teacher Comments:

Project Scoring Rubric

Name: _____

Date: _____

Project Title: _____

Teacher(s): _____

Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

Statistics Problem Solving Scoring Rubric

Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Explanation/ writing clarity	A complete response with a detailed explanation.	Good solid response with clear explanation.	Explanation is unclear.	Misses key points.	----
Use of Graphs (If any)	Clear diagram or sketch with some detail.	Clear diagram or sketch.	Inappropriate or unclear diagram.	No diagram or sketch.	----
Mechanics	No computation errors.	No major computation errors or serious flaws in reasoning.	May be some serious computation errors or flaws in reasoning.	Major computation errors or serious flaws in reasoning.	----
Demonstrated Knowledge	Shows complete understanding of the questions, statistical ideas, and processes.	Shows substantial understanding of the problem, ideas, and processes.	Response shows some understanding of the problem.	Response shows a complete lack of understanding for the problem.	----
Interpretation	Shows complete interpretation of the results	Shows substantial interpretation of the results	Response shows some understanding of the results	Response shows a complete lack of understanding of the results	----
				Total---->	----

Teacher Comments:

Team Work Scoring Rubric

Name: _____

Teacher: _____

Date: _____

Title of Work: _____

Skills	Criteria				Points
	1	2	3	4	
Helping: The teacher observed the students offering assistance to each other.	None of the Time	Some of the Time	Most of the Time	All of the Time	_____
Listening: The teacher observed students working from each other's ideas.	None of the Time	Some of the Time	Most of the Time	All of the Time	_____
Participating: The teacher observed each student contributing to the project.	None of the Time	Some of the Time	Most of the Time	All of the Time	_____
Persuading: The teacher observed the students exchanging, defending, and rethinking ideas.	None of the Time	Some of the Time	Most of the Time	All of the Time	_____
Questioning: The teacher observed the students interacting, discussing, and posing questions to all members of the team.	None of the Time	Some of the Time	Most of the Time	All of the Time	_____
Respecting: The teacher observed the students encouraging and supporting the ideas and efforts of others.	None of the Time	Some of the Time	Most of the Time	All of the Time	_____
Sharing: The teacher observed the students offering ideas and reporting their findings to each other.	None of the Time	Some of the Time	Most of the Time	All of the Time	_____
Total Points					_____

Teacher Comments:

Appendix B: Attitude/Belief/Values/Ethics Pre -Survey

Please answer the following survey to the best of your knowledge. An extra ____ points will be given to you upon completion of this survey. The information will be confidential. Only the overall summary will be used for the purpose of improving my teaching. Thank you for your participation.

1. Your grade level is (1) freshman (2) sophomore (3) junior (4) senior (5) graduate

Rate each of the following learning styles that is best for you using the scale:

(1): Very True, (2): somewhat True (3): A little True (4): Not at all (5) Never have such experience

2. Listening to the lecture and note taking 3. Follow the textbook 4. Hands-on activities
5. Use of computer beyond writing reports 6. Cooperative group discussion 7. In-class exercises
8. Real world projects 9. Do a lot of homework 10. Have a lot of quizzes

Comment and others:

Rate the following using (1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

In general, I am motivated to study a subject

11. when topics are related to my major. 12. because my friends know it.
13. when topics are interesting. 14. because I want to prepare myself better
15. when my teacher cares for my learning 16. because I want to make a better grade
17. My GPA is (1) < 2.00 (2) 2.00 - 2.50 (3) 2.51 - 2.99 (4) 3.00 - 3.49 (5) 3.50 +
18. On average, the number of hours I spend to study for **any class per week** is approximately:
(1) less than 1 hr (2) 1-2 hrs (3) 2 - 3 hrs (4) 3 -4 hrs (5) 4 -6 hrs (6) Over 6 hrs

Rate **Q19 to Q27** that **have discouraged** you to study a subject in your college experience:

Using the scale: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree, (5) Never had experience

19. I do not need to spend more time, since I usually understand the material within the time I spent.
20. I have to work for over 20 hours every week.
21. The class is useless. I do not think there is a need to spend more time than I usually do.
22. I think I have already spent more time than my other courses.
23. The material seems very easy; I do not need to spend much time after class.
24. All I need from the class is to pass it.
25. The instructor is very boring.
26. The subject is very difficult, I may not be able to catch up, so I may choose to quit.
27. The subject is very difficult, and I find I need to spend much more time than I anticipated.
28. Other non-academic activities have higher priority than studying.

Please describe your expectation, impression and/or experience for **Q28 to Q64** use the scale:

(1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree, (5) Don't know

29. The course will be difficult
30. This class will require more time than other classes to study.
31. This course will have a lot of formulae and mathematics.
32. Learning something new is more important than getting a good grade.
33. You must have a strong mathematics background to study statistics
34. Memorization is the key to pass this statistics course

35. Most of the material in this course would be useful for my career
36. Statistics only deals with abstract math numbers.
37. An understanding of statistics is only useful to people whose careers are science-related.
38. Competition is a good motivator for me.
39. The real business world uses a lot of statistics for solving problems.
40. I usually feel confused and uncomfortable when solving math problems
41. I am afraid of statistics and numbers.
42. Good teachers use different strategies to help students.
43. Good teachers use step-by-step procedures.
44. Good teachers lead students to learn with challenges.
45. Good teacher give answers right away.
46. I am interested in learning statistics.
47. All I want from this class is to pass it.
48. I will feel frustrated when I have to do statistics problems.
49. I am good at quantitative subjects.
50. Statistics should be required for my professional training.
51. Statistical skills will make me more employable.
52. A proper and correct use of data is very important.
53. I will enjoy taking statistics courses.
54. I am confident that I will master this introductory statistics course.
55. When reading statistical report, it is important to understand if the analysis is objective or not.

Rate **Q56 to Q67** that describe your study habit using the scale:

1: Most of time, 2: sometimes, 3: occasionally, 4: Not at all

56. I come to classes, I try to understand the material in class, and I do not need to study much after class at all.
 57. When I do homework, I try to solve the problems at first. If I cannot do it, I go back to the notes, handouts and/or book.
 58. When I do homework, I study the notes and material first, then, I try to do the problems.
 59. I study the material that I think will be in the test only.
 60. I prepare for tests by reviewing problems we did and try to remember the steps for solving these problems.
 61. I usually do my homework one or two days before the due day.
 62. I study only when the exam is approaching.
 63. I keep up with the topic taught and make sure I understand the topic before the next class meeting.
 64. I read the handouts in advance to keep me up with the class discussion.
 65. When I get lost on some difficult concepts, I have a tendency to ignore them until test is coming.
 66. I take as complete the class notes as I can in class, and repeat doing the problems after class.
 67. I try to relate the new concepts with those I learned before and summarize the relation of these concepts.
68. The last time I took a mathematics course was
 (1) less than one year (2) one years (3) two years (4) 3 to 5 years (5) more than 5 years ago.
69. Number of years of high school mathematics I took
 (1) less than one year (2) 1 year (3) two years (4) three years (5) four years.
70. My highest mathematics course is
 (1) Integrated High School Math or Algebra I (2) Algebra II (3) Geometry (4) Pre-calculus
 (5) Calculus or higher

Post Attitudes/Beliefs/Values/Esthetics Survey

Please answer the following survey to the best of your knowledge. This information will be confidential. Only the overall summary will be used for the purpose of improving my teaching. Thank you for your participation.

1. Your grade level is (1) freshman (2) sophomore (3) junior (4) senior (5) graduate

Rate each of the following learning styles that is best for you using the scale:

(1): Very True, (2): somewhat True (3): A little True (4): Not at all (5) Never have such experience

- | | | |
|---|---------------------------------|---------------------------|
| 2. Listening to the lecture and note taking | 3. Follow the textbook | 4. Hands-on activities |
| 5. Use of computer beyond writing reports | 6. Cooperative group discussion | 7. In-class exercises |
| 8. Real world projects | 9. Do a lot of homework | 10. Have a lot of quizzes |

Comment and others:

Rate the following using **(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree**
In general, I am motivated to study a subject

- | | |
|---|---|
| 11. when topics are related to my major. | 12. because my friends know it. |
| 13. when topics are interesting. | 14. because I want to prepare myself better |
| 15. when my teacher cares for my learning | 16. because I want to make a better grade |

In this class, I have used the following instructional tools to help your understanding. Please rate the usefulness of these tools and make your comments as you wish using the scale of 1 to 5; **1: Very Useful to 5: Not Useful at all.**

- | | | |
|---------------------|------------------------------|--------------------------|
| 17. Class lecture | 18. Quiz | 19. Test |
| 20. Textbook | 21. Online HW with solutions | 22. . In-class Exercises |
| 23. Handouts | 24. Hands-on activities | 25. Help sessions |
| 26. Course web site | 27. Online self tests | 28. Blackboard web site |

Select **three** tools from above or others that you think are the most effective in helping your learning:

29. My GPA is (1) < 2.00 (2) 2.00 - 2.50 (3) 2.51 - 2.99 (4) 3.00 - 3.49 (5) 3.50 +

30. I expect to receive the grade (1) A or A- (2) B level (3) C level (4) D or worse

31. On average, the number of hours I spend to study for **any class per week** is approximately:

- (1) less than 1 hr (2) 1-2 hrs (3) 2 - 3 hrs (4) 3 -4 hrs (5) 4 -6 hrs (6) Over 6 hrs

32. The number of classes I missed in this class is

- (1) None (2) one time (3) two times (4) three times (5) four times (6) five or more

33. On average, the number of hours I spent to study **for this class** per week is approximately:

- (1) less than 1 hr (2) 1-2 hrs (3) 2 - 3 hrs (4) 3 -4 hrs (5) 4 -6 hrs (6) Over 6 hrs

The amount of time I spent **for this class as selected in (Q32) is because:**

(Ranking each item as **(1) Strongly Agree, (2) Agree (3) Disagree (4) Strongly Disagree**)

34. I did not need to spend more time, since I understood the material within the time I spent.

35. I had to work for over 20 hours every week.

36. This class is useless. I do not think there is a need to spend more time than I did.
37. I have already spent more time than my other courses.
38. The material seemed very easy; I did not need to spend much time after class.
39. All I need from this class is to pass it.
40. The instructor was very boring.
41. The subject was too difficult, I could not catch up., so I was kind of quit.
42. The subject was very difficult, I need to spend much more time than I anticipated.

Please respond to the following statements based on your experience AFTER taking this class using the scale:

(1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree, (5) Don't know

43. The course was difficult.
44. This class required more time than other classes to study.
45. This course had a lot of formulae and mathematics.
46. Learning something new is more important than getting a good grade.
47. You must have a strong mathematics background in order to be successful in this course.
48. Memorization was the key to pass this statistics course.
49. Most of the material in this course will be useful for my career.
50. Statistics only deals with abstract math numbers.
51. An understanding of statistics is only useful to people whose careers are science-related.
52. The real business world uses a lot of statistics for solving problems.
53. I was confused and uncomfortable with statistics subjects in this class.
54. I was afraid of statistics in this class.
55. Statistics was an interesting subject after all.
56. All I want from this class is to pass it.
57. I was frustrated when solving statistics problems most of the time in this class.
58. I am good at quantitative subjects.
59. Statistics should be required for my professional training.
60. Statistical skills will make me more employable.
61. I realize better that I actually use statistics in my daily life.
62. I enjoyed taking this statistics course.
63. I mastered the materials well in this course.
64. When reading statistical report, it is important to understand if the analysis is objective or not.
65. I think I have been an active participant in this class.
66. I think much of the material taught in this course could be learned from the textbook by myself.
67. I think this class helped me understand better about information in newspapers and other media.
68. I learned a lot from this class.
69. This course makes me realize that I can do more difficult math.
70. This course makes me realize that statistics is a powerful tool for solving real-world problems.
71. I think I would like to take more statistics if possible.
72. I find that the class time was very boring most of the time.
73. I find the class time was interesting and got my attention most of the time
74. I find statistics is one of the most challenging courses in my college experience
75. I find this instructor to be energetic and enthusiastic about the subject
76. I find this instructor cares for my learning and shows concern for my progress
77. This instructor uses a variety of strategies to help us learn
78. I did the online self-test problems each time
79. I checked the course web site at least once a week and printed the handouts.
80. A proper and correct use of data is very important.