**MISSISSIPPI VALLEY STATE UNIVERSITY**

**INSTRUCTIONS FOR ASSESSMENT PLANS/REPORTS**

**Educational Programs**

**Degree Program:** Name of the degree program being reported. Only submit plans/reports for degree programs, not concentrations, minors, etc.

**Assessment Period:** The academic year being reported.

**Program Mission Statement:** A mission for the program should explain the basic purposes of the degree program. It should make clear what it aims to accomplish and how it contributes to the well-being of its students and its significance for the entire university. It may include a vision statement that suugests where the program is headed.

**Core Objectives:** Academic programs should have 3-6 ongoing SLOs that regularly use exit measures and course embedded measures. Ideally each program should develop trend-line data to show its areas of strength and weaknesses in student learning. That would allow the program to generate “special” objectives to build on strengths and address weaknesses. That would also give reviewers the opportunity to view the program over time.

The list of Core Objectives should not be understood as an exhaustive list of all the program’s objectives. These are the most basic things that the program expects all of its students to achieve if they are to graduate. Examples would be: “Students will write professionally in Business Administration.” “Students will know the basics in all three subfields of Criminal Justice.” “Biology students will practice lab safety.” “Social Workers will be sensitive to diversity.”

**Link to Institutional Mission:** Indicate which portion of the University mission statement justifies the student learning outcomes selected for this program. Do not paraphrase. Quote directly from the current mission statement at <http://www.mvsu.edu/office_of_the_president/missions_goals.php>.

**Faculty Involvement:** In the Assessment Plan, leave this item blank. In the Assessment Report, include a calendar of all assessment meetings and summaries of faculty involvement with assessment reporting.

**Student Learning Outcome:**  Indicate what students are expected to know, think or do (knowledge, skills, & dispositions) as a result of your program. Do not include means of assessment in the student learning outcomes.

**Means of Assessment:** Means of assessment are the instruments that are used to determine if the Student Leaning Outcome (SLO) has been achieved. The statement should explain 1) what instruments are to be used and 2) to what student population are they to be applied.

 Examples: A) A locally developed rubric will be used to measure performance proficiency in Theater 406, the capstone course for the degree in Theater. B) An exit exam for Criminal Justice Students will be administered to all graduating seniors measuring the three main areas of competence. C) All graduating students will pass a licensing exam in Landscape Architecture. D) Students will complete the Major Field Test in Biology.

In the Assessment Plan, **the 1st means of assessment is required. The 2nd means of assessment is strongly recommended**.

**Data Collection Plan:** This should explain all of the steps necessary to establish that the instrument is administered properly. The plan should include the following elements: A) How was the instrument developed or selected. B) Who is responsible for insuring that the instrument will be applied to the students? When will it be administered?

**Benchmark and Rationale:** This section should describe the level of proficiency that the program expects its students to attain once the instrument is applied. The rationale explains why this standard was selected. Programs should base their benchmarks on the past performances of their students and the norms in their disciplines. Students will not always meet these criteria, but that does not indicate failure. It simply tells the program what it needs to work on.

Standards should be written in a manner that allows the program to identify areas of strength and weakness. For example, a standard such as “students will score at the 40th percentile in all areas of the Major Field Test.” could yield the following results: Students are up to standard on 3 of 4 areas. That means that the program can focus on improving the fourth area. Similarly, a standard may say that students will score at least a 4 on every item in the Oral Presentation Rubric. If they score at standard in 4 of six levels, the program would know to focus on the other two.

**Data Collected:** If the data was collected as planned, that can be noted without further comment. If there were issues, missing data or modifications, these should be noted and explained.

**Benchmarks Achieved:** The program simply needs to explain whether the standard was met, partially met or not met. Additional narrative and commentary may follow, but the reviewer needs to know how many of the benchmarks were met. These may be broken down into overall compliance (for example, “as expected all graduates passed the Praxis II”) and by sub-scores (for example, “80% of our students were sub-standard on the ‘organization’ section of the writing rubric even though all of them met the standard in all of the other scores on the rubric.”) Ideally, the program would include tables, graphs and charts that show where the students have met the benchmarks and where they have not.

**IMPROVEMENTS OBSERVED DURING ACADEMIC YEAR**

Describe how assessment results were used to improve the program. These improvements could have derived from data analysis from the current year or from previous years. First, include the student learning outcome and the academic year it was initiated. Then, report improvements in one or more of the following categories:

TYPE 1: Improvements in means of assessment (e.g., validated a rubric or adopted a nationally normed test.);

TYPE 2: interventions suggested by the data (e.g., created a new course, adopted a new pedagogy or changed the emphasis in an existing course);

TYPE 3: documented gains in student learning attributable to an intervention. Specify the intervention. (e.g., students increased by 2 percentile on the Major Field Test.)