



**CT&L**

**Faculty Development Days**

**August 5, 2009**

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**Portrait Statement Update &  
University Assessment Plan for 2009-10**

<b>Portrait Statement</b> 1.	<b>Glorify God</b>  The Cedarville graduate pursues life based on the essentials of the Christian faith, finding direction and delight in the triune God revealed in the Scriptures.
<b>Mapping of Current Objectives</b>	<i>To undergird the student in the fundamentals of the Christian faith and to stimulate each student to evaluate knowledge in the light of scriptural truth.</i>  <i>To encourage growth in Christian Character in each student and to help the student accept responsibility for faithful Christian service.</i>
<b>Mapping of General Education Objective</b>	<b>Ethics:</b>  Formulate an ethical world-view based in a Biblical context of virtues that enables critical discernment and the appropriate response to moral and ethical responsibilities.



<b>Portrait Statement</b> 2.	<b>Cultivate the Mind</b>  The Cedarville graduate pursues knowledge of truth and sound reasoning in all disciplines within the framework of God's revelation.
<b>Mapping of Current Objective</b>	<i>To enable each student to develop sound critical and analytical reasoning.</i>
<b>General Education</b>	<b>Critical Thinking &amp; Problem Solving:</b>  Identify and clearly define a problem, gather and analyze appropriate information and use valid reasoning to solve the problem. Be able to use research tools, information technology, and quantitative/qualitative reasoning in order to make a value judgment on spiritual, intellectual, and world-view issues.

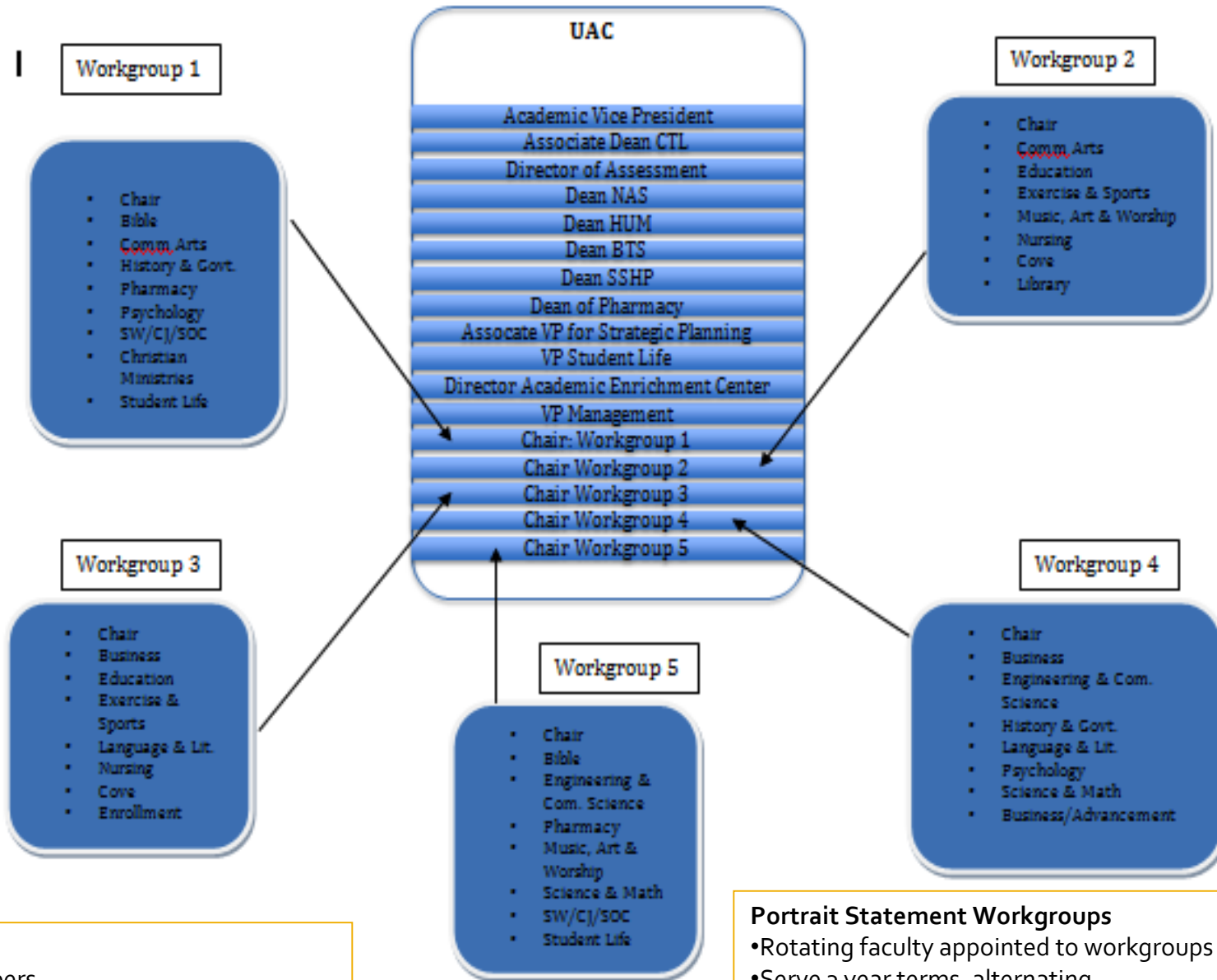
Portrait Statement 3.	<b>Communicate Effectively</b> The Cedarville graduate listens well and creates clear, compelling, and truthful messages.
Mapping of Current Objective	<i>To provide sufficient opportunities for each student to practice the skills of communication</i>
Mapping of General Education Objective	<b>Communication:</b> Develop effective listening, speaking, reading, and writing skills and be able to use contemporary communications systems. Students should be equipped to interact intelligently and respectfully with others in various contexts.



Portrait Statement 4.	<b>Excel Academically and Professionally</b> The Cedarville graduate demonstrates integrity, competence, and excellence in academic and professional pursuits.
Mapping of Current Objective	<i>To offer opportunities for academic specialization and preparation for graduate study and to assist each student in selecting and preparing for a vocation.</i>
Mapping of General Education Objective	<b>Basic Knowledge and Skills:</b> Demonstrate a working understanding of the foundational facts, theories, and developments specific to the disciplines supporting general education.

Portrait Statement 5.	<b>Engage for Christ</b> The Cedarville graduate builds community and engages culture as an agent of spiritual, moral, and social change.
Mapping of Current Objectives	<i>To foster each student's appreciation of and participation in wholesome avocational and cultural affairs</i>  <i>To increase each student's awareness of the world of ideas and events that are influencing our contemporary culture and to prepare each student to participate knowledgeably in our society</i>
General Education	<b>Integration:</b> Analyze and synthesize knowledge of the Scriptures and other disciplines to develop a worldview that will inform choices about issues of personal and public importance.

## University Assessment Committee (UAC) & Workgroups



### UAC

- 17 members
- Coordinate Portrait Statement Workgroups
- Review Program Assessment Plans
- Oversee General Education

### Portrait Statement Workgroups

- Rotating faculty appointed to workgroups
- Serve 3 year terms, alternating
- Continuous improvement & assessment on Portrait Statements
- Assessment of General Education courses mapped to Portrait Statement

# Objectives of Assessment

- Curricular and co-curricular goals based on a student's:
  - Knowledge level
  - Skill level
  - Spiritual formation
- A well defined strategy to achieve those goals, including:
  - To identify and monitor trends in student learning
  - To identify and monitor the instruments and methods used in assessing student learning

# Objectives, Cont.

- Verifiable evidence
- A means of accountability
- Instructional program improvement
- To provide yearly and other regular reports

# 2009-10 University Assessment Plan

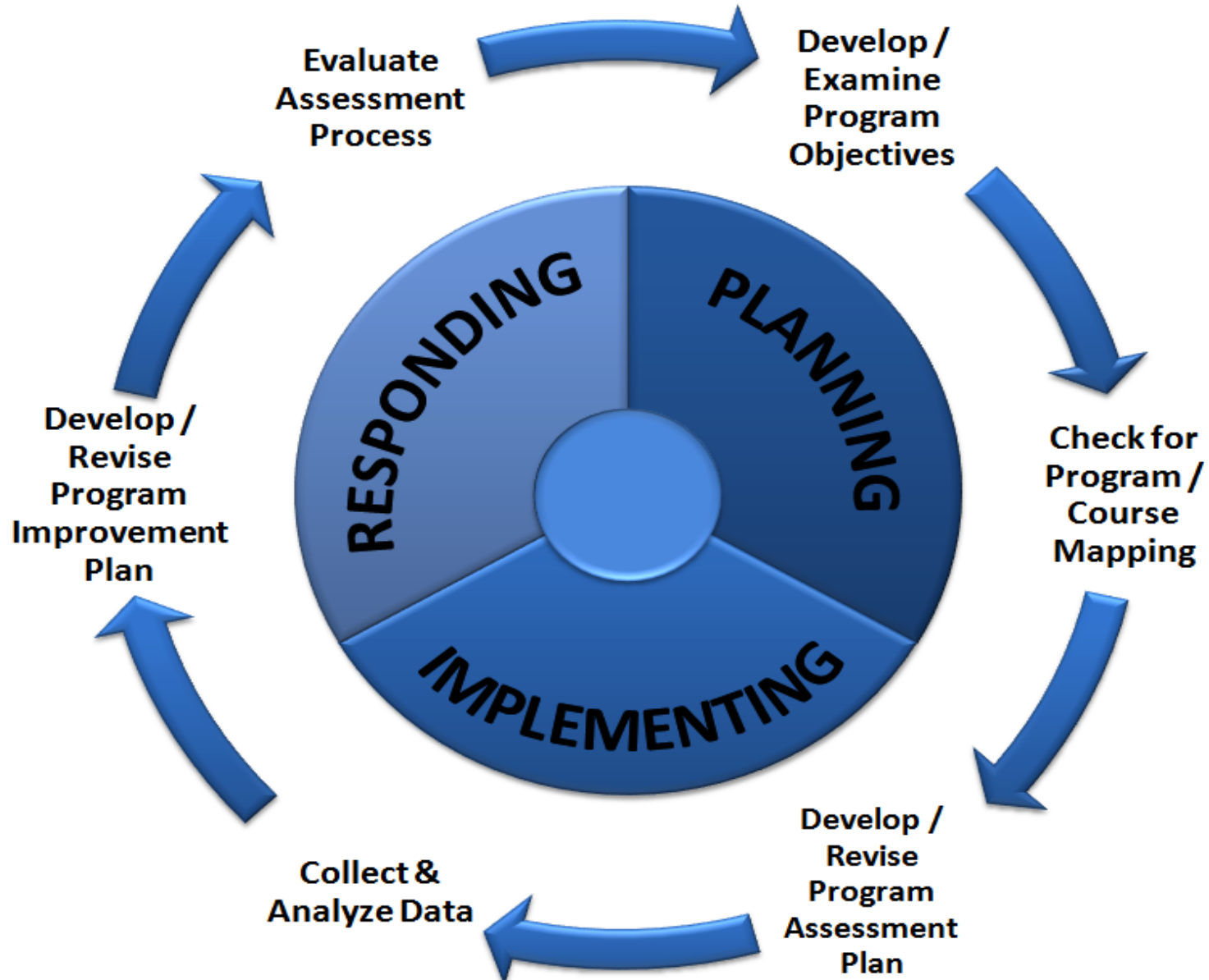
- Project OMAHA analysis for each program
- Program directors will examine their objectives and choose at least one objective for assessment cycle
- Fall 2009 courses Mapping process
- Planning of 5-year Assessment cycle that will commence in Fall 2010
- Assessment plan submitted to UAC by Mar. 2010
- Approval of plan to program directors May 2010
- Assessment plans begin Fall 2010

# Project Blackbird: 1<sup>st</sup> Assessment Cycle of OMAHA

Program	Program Objectives				
Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
All Course Objectives Mapped to Program Objective 1	All Course Objectives Mapped to Program Objective 2	All Course Objectives Mapped to Program Objective 3	All Course Objectives Mapped to Program Objective 4	All Course Objectives Mapped to Program Objective 5	All Course Objectives Mapped to Program Objective 6
Assessment Measures Mapped to Course Objectives	Assessment Measures Mapped to Course Objectives	Assessment Measures Mapped to Course Objectives	Assessment Measures Mapped to Course Objectives	Assessment Measures Mapped to Course Objectives	Assessment Measures Mapped to Course Objectives

Report Options: By Semester, by professor, by course listings only, by individual program objectives separately

# PROGRAM ASSISTANCE CYCLE



# Program Assessment Assistance Plan

- **Purpose** : Assist programs in developing 5-year assessment plans for implementation starting Fall 2010
- **Goal**: Systematically collect & analyze data for program improvement
- **Overview**: Three Levels of Service

# Basic: Level One

- **Service:** Meeting with Dean, Chair of department, Program director, and faculty
- **Agenda:** Assess needs of program and provide consultation concerning construction of program objectives and course objectives
- **Outcome:** Customized program level plan for supporting the development of program and course objectives and assessment within the program

# Intermediate: Level Two

- ***Service:*** Provide support and professional development to programs that are developing assessment plans
- ***Agenda:*** Series of concurrent trainings and seminars
- ***Outcome:*** Construction of Planning Phase, Implementation Phase, & Responding Phase

# Advanced: Level Three

- **Service:** Review of Program Assessment Plan
  - All Program Assessment Plans due to Deans by Mar. 2010
- **Agenda:** Critique of program assessment plan using evaluative rubric
- **Outcome:** Program receives assessment decision: Rejected, Revisions Needed, Approved

# Program Assessment Plan Development

Each academic program will design a five year assessment plan to assess the program and services offered by the department to:

- insure high quality programs and services through continual feedback and improvement;
- provide data illustrating the educational value the departments programs and services add to the student learning experience at CU; and
- develop a base of information and data regarding the departments programs and services to be used as a component of Program Review and Institutional HLC Accreditation.

# Five Year Program Assessment Plans

- Establish educational goals, measurable outcomes, the assessment instruments, methods and measures to be used, and a plan for dissemination of data gathered for program and service improvement.
- Each of the goals and corresponding measurable outcomes will be assessed at least once over the course of the 5 year plan
- Develop a realistic number of goals and outcomes.
- Assessment plans are dynamic.

# General Characteristics

- Is linked to the institution's mission, goals, and objectives for student learning.
- Has a conceptual framework.
- Leads to program, departmental, and institutional improvement.
- Uses multiple measures.
- Is cost-effective.
- Provides a timeline for development and implementation that is appropriate and realistic.
- Provides for appropriate administration of the assessment.

# Evidence of Student Learning

## Indirect Measures

- Exit or graduation interviews
- Alumni surveys
- Employer surveys
- Retention and transfer statistics
- Graduation rates
- Focus groups
- Awards & prizes

## Direct measures

- Classroom examination
- Lab reports
- Portfolios
- Senior Projects
- Juried reviews of senior projects
- Comprehensive exams
- Standardized exams
- Essays measured against standardized rubrics
- Capstone courses
- Journals
- Pre- and Post-Test comparisons

## Evaluation Rubric for Program Assessment Plans

Department:

School:

Program:

Assessment Director:

Assessment Plan Elements	Exceeds Expectations 3	Meets Expectations 2	Needs Improvement 1	Score for Each Element
<i>Program Objectives</i>	The plan lists a few broad learning goals, and one or a few clear, measurable SLOs that identify program goals.	The plan lists a few broad learning goals; SLOs are too numerous, uneven clarity or format	Stated program learning goals are too numerous/few, or too narrow; SLOs are unclear, ambiguous	
<i>Course Objectives: Student Learning Outcomes (SLOs)</i>	At least two SLOs are clearly stated using the proper format and linked to Program Objectives	At least two SLOs, linked to Program Objectives but stated with some lack of clarity	SLOs are stated but unclear regarding one or more critical aspects including alignment with Program Objectives	
<i>Assessment methods for each outcome</i>	Multiple assessment measures are identified for each Program Objective	At least one assessment measure is identified for each Program Objective	Assessment measures are identified for some Program Objectives	
<i>Appropriate mix of direct and indirect assessment measures</i>	At least one-half of assessment measures are direct			
<i>Timeline for assessment implementation for next three years</i>	There is a clear plan for assessment implementation over each of the next three years	The plan is somewhat clear but has some areas that are incomplete	Some parameters have been established but a clear timeline is not evident	
<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation and discussion of the data is clearly described, including who will be involved	The process is addressed but is unclear or incomplete in some areas	Some aspects of the process are described	
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described	The process is addressed but it is unclear or incomplete in some aspects	Some aspects of the process are described	

**Total Score:**

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# Example of future website



HOME SEARCH SITEMAP CONTACTS NEWS SPORTS & EVENTS

ABOUT MIAMI ACADEMICS ADMISSION LIVING AT MIAMI UNIVERSITY OFFICE

## Liberal Education

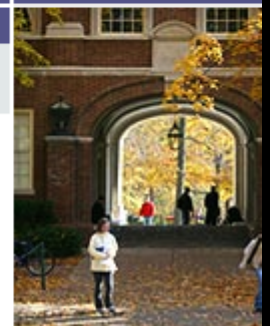
- Assessment
- First Year Seminars
- Global Miami Plan
- Liberal Education
- Miami Plan Assessment (Program Review)
- Miami Plan Courses
- New Course Proposal Forms
- Petitioning
- Student Success Plan
- Summer Reading
- Top 25 Project
- Workshops

### Assessment: Miami Plan Assessment (Program Review)

# Miami Plan Assessment

The Miami Plan Enabling Document rightly placed responsibility for assessment in the hands of the faculty and departments within the university. Importantly, the document stressed that assessments must focus on "student learning outcomes" and it recognized that, to be credible, assessment must result in "improved student learning" (p.12). Thus, the Enabling Document encouraged Miami faculty to assess student learning in Miami Plan courses, then, based on information about student learning, plan and implement changes in these courses that will result in further improvements in student learning. This assess student learning – plan course changes model of assessment is the basis for the materials on these web pages. These pages are each designed with this basic model in mind.

The following resources are provided to assist, 1) departments who are conducting an assessment of their Miami Plan courses as part of the Program Review process, and 2) faculty who are crafting an



### Assessment

- [Welcome Page](#)
- [Assessment Basics](#)
- [Assessment Briefs](#)
- [Assessment Lunch](#)
- [Assessment Tools](#)
- [Current Projects](#)
- [Miami Plan Assessment \(Program Review\)](#)