**Short-Term Assessment Planning Template**

**Academic Year:**

**Name of Program:**

**Extenal Review-Program Accreditor or ADHE Program Review:**

**Year of External Review:**

**Assessment Leader Name:**

1. **What Program Learning Outcome/s are being assessed? (add rows as needed)**

|  |  |
| --- | --- |
| Learning Outcome/s |  |
| PLO1 |  |
| PLO 2 |  |

1. **What is/are the assessment measures/s for the PLOs?**

|  |  |
| --- | --- |
| Assessment Measure/s | Measure Name & Description |
| PLO 1 |  |
| PLO 2 |  |

1. **List the elements faculty want to see in the assessment measures? Another way to look at this question is to outline the operational definition of the learning outcome or list the key performance indicators faculty want to see in the assessment measure/s.**

|  |  |
| --- | --- |
| Measure/s Name: | Operational Definition or Key Performance Indicators |
| Measure 1 |  |
| Measure 2 |  |

1. **What courses will the assessment measure be embedded; who is teaching these courses; what modality; and what semester? (Remember to include in the syllabus)**

|  |  |  |  |
| --- | --- | --- | --- |
| Course name and section number | Professor Name | Modality | Semester |
| XXXX ####-## |  |  |  |
| XXXX ####-## |  |  |  |

1. **Will the assessment measure be for a course grade and what percent of the total grade? (This can be different for each professor to respect academic freedom; however, if the measure is not for a grade or is bonus, the data will be skewed)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course name and section number | Professor Name | Modality | Semester | Grade and percent of total grade? |
| XXXX ####-## |  |  |  |  |
| XXXX ####-## |  |  |  |  |

1. **Have the faculty developed or selected the instruments (based on operational definitions/KPIs previously mentioned; i.e., rubric, exam questions, survey questions, evaluation form, peer assessment) for the assessment measure/s? Yes or No**
   1. **If yes, have the faculty been notified/decided to use the instrument in their classes? Or, will the instrument be applied after the courses are completed in another venue?**
   2. **If no, the instrument should be developed by the faculty for use. Faculty should have the instruments in hand 3-6 months prior to the course start.**
2. **How will the assessment leader capture the data?** 
   1. **If there are multiple sections of courses, what software/system will be used to aggregate data across all sections of courses? (LMS, Survey Monkey, Qualtrics, Google Sheets, other?)**
   2. **Are all faculty trained to submit student data into the software/system? Yes or No.** 
      1. **If yes, do you need to run a pilot to be sure?**
      2. **If no, how and when will you train the faculty?**
   3. **Are you planning to incorporate external stakeholders into the data collection process? Yes or No.** 
      1. **If yes, have these individuals been recruited and trained?**
      2. **If no, who are these individuals and do they need an orientation to the process?**
   4. **When will the data be compiled?**
3. **Miscellaneous items to consider:**
   1. **Are there new faculty starting in the semester this outcome is being assessed and who will be responsible for assisting with the assessment process?**
   2. **Are part-time faculty aware of the assessment process and properly trained?**
   3. **Are there additional locations where these courses are being offered? Do the faculty at the additional locations need to be acclimated to the process?**
   4. **Will you calculate additional reliability and/or validity statistics and have you contacted other offices for additional data or help? For example, inter-rater reliability; validity correlations with certification/licensure exam scores; factor analysis for surveys; variance testing of groups; triangulation of emerging themes from qualitative focus groups or interviews.**