

The slide features a decorative left margin with vertical stripes in shades of yellow and white, and several overlapping circles of varying sizes in a golden-yellow hue. The main text is positioned to the right of these elements.

# ASSESSMENT

## PLANS

University of Minnesota Crookston

Professional Development Day

February 17<sup>th</sup>, 2014

# AGENDA

- 8:45 Opening Remarks and Invited Guest Updates
- 9:00 Introduction to Assessment Planning
- 9:30 Faculty Assessment Techniques
- 9:45 Work time
- Noon Lunch
- 12:45 Work time
- 1:30 Group discussions & sharing; Next steps



# WHAT IS AN ASSESSMENT PLAN?



# UMC's TEMPLATE

University of Minnesota Crookston

Assessment of Student Learning

Major: \_\_\_\_\_

Last Updated : \_\_\_\_\_

	Assessment Method & Procedures	Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results
--	--------------------------------	---------------------------	---------------------	---------	---------------------------------------

**Program Learning Outcome 1.**

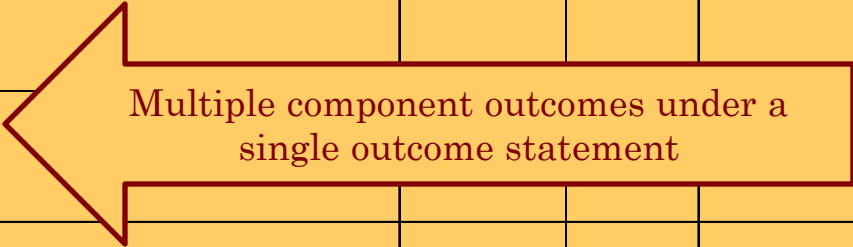
Outcome 1.1					
Outcome 1.2					
Outcome 1.3					

**Program Learning Outcome 2.**

Outcome 2.1					
Outcome 2.2					
Outcome 2.3					



# USING THE TEMPLATE

University of Minnesota Crookston					
Assessment of Student Learning					
Program Plan for Architecture				Last Updated Spring 2014	
	Assessment Method & Procedures	Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results
<b>Program Learning Outcome 1. Think in an interdisciplinary manner.</b>					
1.1. Understand the role of cultural influences on design.					
1.2. Possess knowledge of science, liberal arts, ethics, critical thinking, and research methods.					
<b>Program Learning Outcome 2. Possess the skills of architectural design.</b>					
2.1. Develop a comprehensive knowledge of design theory					
2.2. Develop comprehensive knowledge of technical design					
2.3. Develop the ability to refine and synthesize theory and technical design principles with design intent					

# USING THE TEMPLATE

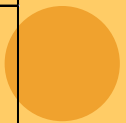
University of Minnesota Crookston						
Assessment of Student Learning						
Program Plan for Architecture				Last Updated Spring 2014		
	Assessment Method & Procedures	Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results	
<b>Program Learning Outcome 1. Think in an interdisciplinary manner.</b>						
1.1. Understand the role of cultural influences on design.	Student portfolios - 90% of students will receive a 3 or higher on rubric 2 - evidence of cultural understanding					
1.2. Possess knowledge of science, liberal arts, ethics, critical thinking, and research methods.	All students will successfully complete 15 credit hours or more outside the College of Architecture					
<b>Program Learning Outcome 2. Possess the skills of architectural design.</b>						
2.1. Develop comprehensive knowledge of design theory	a. 80% of students will correctly answer embedded assessment 1 and 3 in 3rd year Architecture Design Studio course. b. 85% of students will agree with the statement "I have gained a comprehensive knowledge of design theory" on departmental senior survey.					
2.2. Develop comprehensive knowledge of technical design	a. 75% of students will correctly answer embedded assessment 1 and 3 in Structures 2. b. 85% of students will agree with the statement "I have gained a comprehensive knowledge of technical design" on departmental senior survey.					
2.3. Develop the ability to refine and synthesize theory and technical design principles with design intent	80% of students will receive a 3 or higher on the ability to synthesize theory rubric used for evaluating their senior project thesis.					

Identify mode (course, project, survey, etc.) used & Define your measures

Multiple measures for an outcome

Direct Measure

Indirect Measure



# DIRECT MEASURES OF STUDENT LEARNING

Evaluates student work that actually shows learning has taken place.

- Capstone Course Evaluation
- Course-Embedded Assessment
- Tests & Examinations (Local or Commercial)
- Portfolio Evaluation
- Pre-test/Post-test Evaluation
- Thesis Evaluation
- Video/Audio Evaluation of Performance

*Typically separate from grading of the assignment*



# INDIRECT MEASURES OF STUDENT LEARNING

Evaluates student perception that learning has taken place.

- Student Surveying, Focus Groups, and Exit Interviewing
- Alumni Surveying
- Employer Surveying
- External Reviewers
- Curriculum and Syllabus Analysis





# USING THE TEMPLATE

University of Minnesota Crookston					
Assessment of Student Learning					
Program Plan for Architecture				Last Updated Spring 2014	
	Assessment Method & Procedures	Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results
<b>Program Learning Outcome 1. Think in an interdisciplinary manner.</b>					
1.1. Understand the role of cultural influences on design.	Student portfolios - 90% of students will receive a 3 or higher on rubric 2 - evidence of cultural understanding	Annual	2015		
1.2. Possess knowledge of science, liberal arts, ethics, critical thinking, and research methods.	All students will successfully complete 15 credit hours or more outside the College of Architecture	Annual	2015		
<b>Program Learning Outcome 2. Possess the skills of architectural design.</b>					
2.1. Develop a comprehensive knowledge of design theory	a. 80 % of students will correctly answer embedded assessment 1 and 3 in 3rd year Architecture Design Studio course.	Annual	2016		
	b. 85 % of students will agree with the statement "I have gained a comprehensive knowledge of design theory" on departmental senior survey.	Triennial	2016		
2.2. Develop comprehensive knowledge of technical design	a. 75 % of students will correctly answer embedded assessment 1 and 3 in Structures 2.	Biennial	2017		
	b. 85 % of students will agree with the statement "I have gained a comprehensive knowledge of technical design " on departmental senior survey.	Triennial	2017		
2.3. Develop the ability to refine and synthesize theory and technical design principles with design intent	80% of students will receive a 3 or higher on the ability to synthesize theory rubric used for evaluating their senior project thesis.	Annual	2015		

Determine your timeline for assessment



AND THEN YOU ARE DONE FOR TODAY!!!



But before  
you get too  
excited...



# REPORTING RESULTS

University of Minnesota Crookston						
Assessment of Student Learning						
Program Plan for Architecture					Last Updated Spring 2014	
	Assessment Method & Procedures	Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results	
<b>Program Learning Outcome 1. Think in an interdisciplinary manner.</b>						
1.1. Understand the role of cultural influences on design.	Student portfolios - 90% of students will receive a 3 or higher on rubric 2 - evidence of cultural understanding	Annual	2015	85% of graduating seniors received a 3 or higher on rubric 2.	Addition of a module addressing cultural influence on design in course 2102.	
1.2. Possess knowledge of science, liberal arts, ethics, critical thinking, and research methods	All students will successfully complete 15 credit hours or more outside of COA	Annual	2015	All students completed 15 credit hours or more outside of COA		
<b>Program Learning Outcome 2. Develop comprehensive knowledge of design theory.</b>						
2.1. Develop comprehensive knowledge of design theory	a. 75% of students will correctly answer embedded assessment 1 and 3 in Structures 2.	Biennial	2017	93% of students correctly answered embedded assessments		
	b. 85% of students will agree with the statement "I have gained a comprehensive knowledge of design theory" on departmental senior survey.	Triennial	2017	92% of students agree		
2.2. Develop comprehensive knowledge of technical design	a. 75% of students will correctly answer embedded assessment 1 and 3 in Structures 2.	Biennial	2017	93% of students correctly answered embedded assessments		
	b. 85% of students will agree with the statement "I have gained a comprehensive knowledge of technical design" on departmental senior survey.	Triennial	2017	92% of students agree		
2.3. Develop the ability to refine and synthesize theory and technical design principles with design intent	80% of students will receive a 3 or higher on the ability to synthesize theory rubric used for evaluating their senior project thesis.	Annual	2015	96% of students received a 3 or higher.		

Beginning May 2015, Annual reporting of that year's results and improvements based on results

# DEADLINES

- March 13<sup>th</sup> , 2014 – Department approval of all program learner outcomes
- May 1<sup>st</sup> , 2014 – Submit Assessment Plans to Institutional Effectiveness
- May 15<sup>th</sup> , 2015 – Submit initial Assessment Report to Institutional Effectiveness



ANY QUESTIONS?

