

# Assessment Plan Guidelines

## EDUCATIONAL PROGRAMS

A comprehensive assessment plan should include a Program Purpose statement that is specific to the educational program rather than the department, college or division.

### Plan Components

#### Student Learning Outcomes

**Describe knowledge, skills or perceptions/attitudes students will demonstrate by the end of the educational program.**

- Utilize action verbs to clearly articulate the behaviors of students and result in observable behavior that can be measured (e.g., explain, apply, analyze, describe, synthesize, evaluate).
- Avoid verbs and phrases that describe behaviors not easily measured (e.g., exposed to, familiar with, understand).
- Identify six to eight student learning outcomes for undergraduate and graduate programs. Identify two to four student learning outcomes for certificate and stand-alone minors.

#### Means of Assessment

**Define a direct data collection method (i.e., portfolio, examination, other course-embedded assignment) for each student learning outcome. A second means of assessment can be a direct or indirect method (i.e., student or alumni surveys). Each undergraduate and graduate program must have at least one outcome with two means of assessment. Certificates and stand-alone minors have the option of having an outcome with a second means of assessment.**

- Describe the means of assessment with enough detail to show how it measures the learning in the outcome.
- Utilize multiple means of assessment when appropriate to enhance analysis through additional data collection.
- Do not use final course grades.
- Attach relevant documents (i.e., rubrics, blank survey forms).

#### Criterion for Success

**Describe the level of desired achievement for each means of assessment.**

- Express as percentages rather than averages.

**Additional requirements for undergraduate and graduate programs are as follows:**

- Programs complete a comprehensive curriculum map.
- Programs establish and maintain a five-year assessment cycle.

# EXAMPLES

## Bachelor's

**Outcome Name:**

Geological Content Areas

**Outcome Description:**

Students will demonstrate comprehension of geological principles, facts and concepts in the classroom and in the field.

**Means of Assessment 1:**

Questions consisting of identification of rocks and interpretation of their origin and significance (environments, conditions) in a final exam for GEOL 3170/3171, a required geology major course (mid/upper level).

**Means of Assessment 2:**

Laboratory exercise focusing on the construction of geological maps and geological cross section using field data in GEOL 3200, a course offered to mid/upper-level students.

**Criterion for Success 1:**

80% of students will attain a score of 70% or higher on the instrument used for assessment.

**Criterion for Success 2:**

80% of students will attain a score of 80% or higher on the assessment.

## Master's

**Outcome Name:**

Physical Examination Competency

**Outcome Description:**

Physician assistant students will be able to perform an appropriately focused physical examination of a simulated patient.

**Means of Assessment:**

Students will perform an observed and graded patient physical examination of the pulmonary system, cardiovascular system and abdomen.

**Criterion for Success:**

Each student will achieve a minimum score of at least 90% on each patient's physical examination.

# EXAMPLES

## Doctoral

**Outcome Name:**

Communication Skills

**Outcome Description:**

Ability to collect biomedical information for solving problems/making relevant decisions for care of individuals/populations.

**Means of Assessment:**

The ability to communicate with the patients and other health care professionals (collect biomedical information) is assessed as part of the USMLE Step 2 CS (Clinical Skills) examination. The specific subcomponent that measures this outcome is the CIS: Communication and Interpersonal Skills. This allows comparison of Brody students against national norms.

**Criterion for Success:**

100% of Brody students will pass the CIS portion of the USMLE Step 2 Clinical Skills examination on the first attempt, and the class average will be higher than the national average.