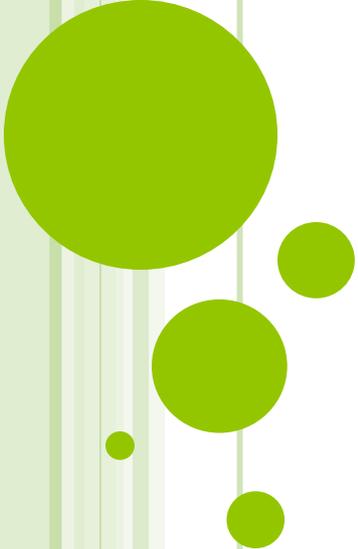


GIVING USEFUL FEEDBACK ON ASSESSMENT PLANS WITH A FEEDBACK RUBRIC



Cathy Barrette, Ph.D.
Director of Assessment
Wayne State University

PRESENTATION OVERVIEW

- Definition and purpose of a “feedback rubric”
 - Download the rubric:
http://wayne.edu/assessment/files/wsu_program_assessment_plan_feedback_rubric_revised_20150203.docx
- Rubric organization
- Model of use
 - Mission statement
 - Outcomes
 - Curriculum map
 - Assessment method, results, action plan, and timeline
 - Reporting



FEEDBACK RUBRIC: OVERVIEW

- An *assessment plan feedback rubric* is a tool for identifying the presence and quality of the pieces of a program's assessment plan **individually** (the mission statement, learning outcomes, curriculum map, and assessments) **as well as together**.
 - In-person training is available; contact me to set a date.
- Goal: To easily provide programs with useful feedback about the strengths and weaknesses of their assessment plans that will enable them to improve their assessment plans.



○ **PROGRAM NAME** *(e.g., MA in Language Learning)*:

○ **DATE:** _____

○ **REVIEWED BY** *(individual or committee name)*:



RUBRIC ORGANIZATION

MISSION STATEMENT	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>The mission statement identifies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program's (not the department's) purpose (i.e., why the program exists and what the program does that separates it from other units or programs). <input type="checkbox"/> The program's key offerings (opportunities, experiences, areas of study that help program participants meet program goals). <p>...</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All points are included and are well developed.</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All points are included, but some need development.</u> The statement <u>might not be focused on students</u> as the primary stakeholders. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Few or none of the points are included.</u> or <input type="checkbox"/> The statement is <u>too general</u> to distinguish it from other programs or is focused on the <u>department</u> rather than the program. <p>...</p>	

- At the end of the rubric are summary questions that require consideration of information across the pieces of the assessment plan.

scholarly publication, newsletter) <input type="checkbox"/> to whom the report should be communicated <input type="checkbox"/> <u>when</u> the reporting will be completed.	timely manner. <input type="checkbox"/> More than one venue for dissemination is planned.	stakeholders in a timely manner.	<u>unclear.</u> or <input type="checkbox"/> The ir- effective stakeholc
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OVERARCHING BEST PRACTICES QUESTIONS:

1. Does the assessment plan make use of at least one direct measure per program?
2. Does the assessment plan include multiple measures for each program learning objective?
3. Do any of the assessments measure learning or development over time (e.g., from entry to exit)?
4. Which phrase best characterizes the overall quality of this assessment plan?
 - a. reflects best practices
 - b. meets standards
 - c. needs c



MODEL OF THE RUBRIC PROCESS

- Examples used in the model are versions of an actual assessment plan that have been modified for the purposes of this presentation
- Instructions for using the rubric are included in the file you downloaded



INSTRUCTIONS FOR USING THE RUBRIC

1. Write the name of the program, the date, and the name of the individual or committee reviewing the plan at the top of the rubric.
2. Read the descriptions in the first column of each table plus the descriptions under the three rating categories (*Reflects best practices, Meets standards, Needs development*).
3. As you read an assessment plan, check off the criteria that have been met in the first column
4. Then check off the description(s) in the rating categories that best reflect the characteristics of the assessment plan.
5. Write any feedback or suggestions you may have in the final column.
6. Respond to the summary questions at the end of the form.
7. Submit your rubric to your assessment coordinator, committee chair, or other appropriate designee.



READ THE DESCRIPTIONS FIRST

MISSION STATEMENT	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>The mission statement identifies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program's (not the department's) purpose (i.e., why the program exists and what the program does that distinguishes it from other units or programs). <input type="checkbox"/> The program's key offerings (opportunities, experiences, areas of study that help program participants meet program goals). <input type="checkbox"/> The target audience or stakeholders (types of individuals or groups that would benefit from the program). <input type="checkbox"/> The wording of the statement is focused on students as the primary stakeholders and is clear to a general audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All points are included and are well developed.</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All points are included, but some need development.</u> The statement <u>might not be focused on students</u> as the primary stakeholders. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Few or none</u> of the points are included. or <input type="checkbox"/> The statement is <u>too general</u> to distinguish it from other programs or is focused on the <u>department</u> rather than the program. or <input type="checkbox"/> Most or all points are included, but are <u>vague, unclear, or lack coherence.</u> 	

SAMPLE MISSION STATEMENT REVIEW

*The Master of Arts in Language Learning offers **professional development** in the theory, research, and practice of foreign language learning and teaching, advanced study of the foreign language and its cultures, and exposure to a complementary cognate area **to enhance teachers' professional knowledge and skills**. The primary audience of the program is Metro Detroit foreign language teachers, many of whom are already certified foreign language teachers, who need and want continuing professional development.*

The mission statement identifies:

- The program's (not the department's) **purpose**
 - The program's key **offerings**
 - The **target audience or stakeholders**
 - The wording of the statement is **focused on students** as the primary stakeholders and is clear to a **general audience**.
- 

SAMPLE MISSION STATEMENT REVIEW

*The Master of Arts in Language Learning offers professional development in the **theory, research, and practice of foreign language learning and teaching, advanced study of the foreign language and its cultures, and exposure to a complementary cognate area** to enhance teachers' professional knowledge and skills. The primary audience of the program is Metro Detroit foreign language teachers, many of whom are already certified foreign language teachers, who need and want continuing professional development.*

The mission statement identifies:

- The program's (not the department's) **purpose**
 - The program's key **offerings**
 - The **target audience or stakeholders**
 - The wording of the statement is **focused on students** as the primary stakeholders and is clear to a **general audience**.
- 

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SAMPLE MISSION STATEMENT REVIEW

The Master of Arts in Language Learning offers professional development in the theory, research, and practice of foreign language learning and teaching, advanced study of the foreign language and its cultures, and exposure to a complementary cognate area to enhance teachers' professional knowledge and skills. The primary audience of the program is Metro Detroit foreign language teachers, many of whom are already certified foreign language teachers, who need and want continuing professional development.

The mission statement identifies:

- ☒ The program's (not the department's) **purpose**
 - ☒ The program's key **offerings**
 - ☒ The **target audience or stakeholders**
 - ☒ The wording of the statement is **focused on students** as the primary stakeholders and is clear to a **general audience**.
- 

AFTER THE FIRST COLUMN IS MARKED...

MISSION STATEMENT	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>The mission statement identifies:</p> <ul style="list-style-type: none"> ☒ The program's (not the department's) purpose (i.e., why the program exists and what the program does that separates it from other units or programs). ☒ The program's key offerings (opportunities, experiences, areas of study that help program participants meet program goals). <p>...</p>	<p>☒ <u>All points are included and are well developed.</u></p>	<p>☐ <u>All points are included, but some need development.</u> The statement <u>might not be focused on students</u> as the primary stakeholders.</p>	<p>☐ <u>Few or none</u> of the points are included.</p> <p>or</p> <p>☐ The statement is <u>too general</u> to distinguish it from other programs or is focused on the <u>department</u> rather than the program.</p> <p>...</p>	<p><i>None.</i></p>

OUTCOMES SECTION

- Differentiates between *program* and *learning* outcomes
 - Only student support services programs should focus on *program* outcomes
 - Both academic and student support services programs should focus on *learning* outcomes

- Two descriptions in the first column apply only to program vs. learning outcomes, but all others apply to both:

Program outcomes (for student services/ support programs ONLY):

- State a **program performance goal**

Learning outcomes (academic and student services/support programs):

- State what graduating or exiting students should **know, be able to do, believe, or value**

Both program and learning outcomes:

- Focus on the **results** of learning ...



REVIEWING OUTCOMES

- Read through all of the outcomes and consider them as a group
 - Don't try to use the rubric for each outcome individually; you can use the comments box for more individual notes, as needed.
- Make check marks next to each description that is predominantly met
 - Add comments or suggestions in the last column of the rubric for exceptions to the overall trend



SAMPLE LEARNING OUTCOMES REVIEW

Students:

- 1. study theory and research in second language acquisition and foreign language pedagogy.*
- 2. apply theory and research to the evaluation of pedagogical materials and activities.*
- 3. develop/create pedagogically sound materials.
(pedagogically sound = student appropriately applies theory and research to the target teaching context)*



“RELATED” ITEMS

3.0: Create pedagogically sound materials

Start: 9/1/2014

End: 8/31/2015

Learning Outcome Description

Develop/Create pedagogically sound materials. (Pedagogical research to the target teaching context)

Progress: Completed

Related Items

There are no related items.

MA in Language Learning

Main Language Learning mission statement

Providing Department: MA in Language Learning

Mission Statement

The Master of Arts in Language Learning offers professional development in foreign language learning and teaching, advanced study of the foreign language and complementary cognate area to enhance teachers' professional knowledge. The program is Metro Detroit foreign language teachers, many of whom are a part of the program who need and want continuing professional development.

Progress:

Related Items

  1.0: MALL Outcome 1_ Summarize theory and research

Start: 9/1/2014

End: 8/31/2015

Providing Department: MA in Language Learning



OUTCOMES	Reflects best practices	Meets standards	Needs development	Reviewer comments
<p><u>Program outcomes (for student services/ support programs ONLY):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> State a program performance goal (e.g., retention rates, service rates, satisfaction levels). If possible, these should be framed with a student focus. <p><u>Learning outcomes (academic and student services/support programs):</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> State what graduating or exiting students should know, be able to do, believe, or value after participating in the program. <p><u>Both program and learning outcomes:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Focus on the results of learning or participating in the program, not on the learning process, program activities, or teaching. <input checked="" type="checkbox"/> Isolate one behavior per outcome. (Exception: Outcomes required by disciplinary accrediting agencies.) <input checked="" type="checkbox"/> Identify a measurable, observable behavior using an action verb (e.g., “students <i>summarize/compare/design</i>” (observable) vs. “<i>understand/ know/are familiar with</i>” (not observable) or “<i>demonstrate</i>” (too vague)). <input checked="" type="checkbox"/> Are clearly derived from the mission statement <input checked="" type="checkbox"/> Are “related” or linked to at least one assessment. <input checked="" type="checkbox"/> Are appropriate for the target audience (e.g., BA vs. MA students) 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> outcomes meet all of the criteria. <p>and</p> <ul style="list-style-type: none"> <input type="checkbox"/> The assessment plan includes the required minimum number of outcomes. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>Most</u> outcomes meet all of the criteria <p>and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The assessment plan includes the required minimum number of outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Few or none</u> of the outcomes meet all of the criteria. <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> The assessment plan does <u>not</u> include the required minimum number of outcomes. 	<p><i>The 1st outcome needs to focus on the results of learning; the other 2 outcomes are fine.</i></p>

SAMPLE CURRICULUM MAP REVIEW

Learning Outcome	6100	6120	6350	7XXX	Electives
LO 1	1		3	3	
LO 2		1			
LO 3	2	3	1	3	2
LO 4				2	
LO 5	2				1

1 = a little, 2 = medium, 3= a lot, blank = not directly addressed



CURRICULUM MAP (optional for student services/support programs)	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>The curriculum map:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lists each program learning outcome <input type="checkbox"/> Individually lists all courses and relevant, required activities, or milestones <input type="checkbox"/> Identifies the relative attention given to each outcome in each course, activity, or milestone <input checked="" type="checkbox"/> Only includes information for one program 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> information is provided in a clear format. <input type="checkbox"/> It is <u>easy</u> to determine how many opportunities students have to be introduced to, develop, and master their knowledge or skill with respect to each program learning outcome. (<input type="checkbox"/> Ideally, each program learning outcome is addressed in at least two courses, activities, or milestones.) 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> information is provided, but the format or content <u>may not be clear</u>. <input type="checkbox"/> It takes some <u>effort</u> to determine how many opportunities students have to be introduced to, develop, and master their knowledge or skill with respect to each program learning outcome. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Only a <u>subset</u> of courses, activities, or milestones is provided. or <input checked="" type="checkbox"/> The <u>relative attention</u> given to each outcome in each course, activity, or milestone is <u>not identified</u>. 	<p><i>None.</i></p>

REVIEWING ASSESSMENTS

- Read through all of the assessments and consider them as a group
 - Don't try to use the rubric for each assessment individually; you can use the comments box for more individual notes, as needed.
- Make check marks next to each description that is predominantly met
 - Add comments or suggestions in the last column of the rubric for exceptions to the overall trend



DESCRIPTION OF ASSESSMENTS

- Two assessments, one for the first learning outcome, which is actually “**Summarize** (not “Study”) theory and research in FL teaching and learning”, the second assessment is for “**Develop/Create** pedagogically sound materials”
- Participants and scoring process are the same, the grading rubric is the same
- **Research papers** vs. **Pedagogical projects** as data sources
- Only some **sections** of the rubric are used for data for each outcome (highlighted in blue)



SAMPLE ASSESSMENT 1 (FOR “SUMMARIZE”)

- *Data source: Students’ **research papers** in the Methodology Core (LGL) courses, plus Master’s essays for graduating students.*
- *Papers will be scored by MALL faculty using the shared MALL essay grading rubric, which includes subscores for the following elements:*
 - 1. review of literature (accurate, relevant, critical, logical argumentation)*
 - 2. critical thinking*
- *Data: Scores for each relevant subsection of the grading rubric*
- *Analysis: MALL faculty will conduct an annual review of students’ performance on research papers and essay for these sections of the grading rubric. The criterion level for successful achievement is an 85% average score across all papers.*



SAMPLE ASSESSMENT 2 (FOR “CREATE”)

- Data source: Students’ ***pedagogical projects*** in the Methodology Core (LGL) courses, plus Master’s essays for graduating students. Papers will be scored by MALL faculty using the shared MALL essay grading rubric, which includes subscores for the following elements:
 1. *design of pedagogical materials*
 2. *critical thinking*
- Data: Scores for each relevant subsection of the grading rubric
- Analysis: MALL faculty will conduct an annual review of students’ performance on pedagogical projects for these sections of the grading rubric. The criterion level for successful achievement is an 85% average score across all projects.



ASSESSMENT METHOD	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>The assessment method describes, in detail:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> what the data source is (scores from exams, surveys, presentations, etc.) <input type="checkbox"/> how the data will be gathered and by whom <input type="checkbox"/> how often/when the data will be gathered <input checked="" type="checkbox"/> who will evaluate/score it <input type="checkbox"/> what the evaluation scale is (%? SD – SA? 0-5? P/F?) <input checked="" type="checkbox"/> the criteria for acceptable performance (e.g., 85% pass rate, 75% score, 80% agree or strongly agree) <input checked="" type="checkbox"/> who will review the results and when they will be reviewed <p><input type="checkbox"/> The assessment isolates useful data* about the target learning outcome from other information.</p> <p><input type="checkbox"/> The assessment method is practical (i.e., it can be implemented with existing time and resources).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> information is provided. <input type="checkbox"/> The method includes <u>sufficient detail</u> to easily understand whether the assessment is appropriate for measuring the target learning outcome(s). <input type="checkbox"/> The assessment isolates useful data* about the target learning outcome from other information. <p>*Useful data means that your scores, responses, results, etc. are at an appropriate level of detail to provide information about just one learning outcome and provide an indication about what the program should retain or change.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The assessment is <u>practical</u>. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> information is provided, but some details <u>need clarification</u>. <input type="checkbox"/> The assessment isolates useful data about the target learning outcome from other information. <input type="checkbox"/> The assessment is <u>practical</u>. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>Not all</u> information is provided. or <input checked="" type="checkbox"/> Many details <u>need clarification</u>. or <input type="checkbox"/> The assessment does <u>not</u> provide <u>useful</u> data about the target learning outcome. (e.g., retention rates (as data) don't reveal whether students write well (where <i>writing well</i> is the target learning outcome)) or <input type="checkbox"/> The assessment does <u>not isolate</u> data about the target learning outcome from other information. (In most cases, course grades as a data source fall under this category.) or <input type="checkbox"/> The assessment is <u>not</u> practical. 	<p><i>It's unclear whether the data will be useful or whether it's practical to gather.</i></p> <p><i>One category of the rubric is used for two outcomes, so it doesn't completely isolate data.</i></p>

SAMPLE RESULTS

- *For Fall 2014, scores on students' summaries of theory and research averaged 99%.*
- *This average exceeded the target 85% average for this learning outcome.*
- *Data file attached.*



RESULTS	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>The results should include:</p> <ul style="list-style-type: none"> ☒ A summary of the scores, responses, or other data, including any problems that arose. ☒ A statement of whether the results <i>met, failed to meet, or exceeded</i> the target or criterion level of performance. ☒ A data file (student-level scores, responses, etc.; omit identifiers) 	<ul style="list-style-type: none"> ☒ <u>All</u> information is provided and is <u>clear</u>. (☐ Results for the current year are linked to previous years' results, as applicable.) 	<ul style="list-style-type: none"> ☐ <u>All</u> information is provided, but some details <u>need clarification</u>. 	<ul style="list-style-type: none"> ☐ <u>Not</u> all information is provided. or ☐ The information provided is <u>unclear</u>. or ☐ The <u>data do not support the summary</u>. 	<p style="text-align: center;"><i>None.</i></p>

SAMPLE ACTION PLAN

- *Results from the AY13-14 assessment of LO 1.0 revealed that the grading rubrics used to assess student performance provided ambiguous information. They inadvertently combined into a single score students' ability to objectively report the contents of published research with their ability to evaluate the validity of that research.*
- *As a result, we have taken two steps:*
 1. *Redefinition of our original learning outcomes: We have redefined **LO 1.0** from "Analysis of theory and research" to "**Summarize theory and research**" to focus on students' ability to **objectively report** the contents of published research. We have redefined **LO 2.0** to focus on the use of theory and research to **effectively evaluate** pedagogical materials and activities. The revised outcomes are already entered in Compliance Assist.*
 2. *Revision of our grading rubrics: We have drafted a modified grading rubric for the MA essay, and during AY 14-15 we will revise the comparable sections of each assignment's grading rubric to match this new focus.*
- *These changes will enable us to gather information that clearly separates information about one skill (summarizing objectively) from another skill (evaluating the information). As such, we will again gather data on this learning outcome for AY 14-15.*

ACTION PLAN	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>An action plan:</p> <ul style="list-style-type: none"> ☒ Identifies at least one area of the program or of the assessment plan that will be monitored, remediated, or enhanced. ☒ States at least one logical step the program will take in response to item a to improve the program. ☒ Identifies a person or group responsible for carrying out the next step. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> information is provided. <input type="checkbox"/> The chosen action(s)* clearly and logically <u>relate to the Results</u> section. <p>*Actions for outcomes that <u>were not met</u> might include changes to the program’s curriculum, teaching methodology, assessment tools, etc. Continued monitoring or substitution with a new outcome are examples of actions for outcomes that <u>were met</u>.</p>	<ul style="list-style-type: none"> ☒ <u>All</u> information is provided, but some details <u>need clarification</u>. ☒ The chosen action(s) clearly and logically relate to the Results section 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Little or no</u> information is provided or it is unclear. or <input type="checkbox"/> The chosen action(s) do <u>not</u> clearly or logically relate to the Results section. or <input type="checkbox"/> Actions focus on students’ behavior rather than on program changes. 	<p><i>Define “we” to identify who will carry out the action plan.</i></p>

SAMPLE TIMELINE FOR THE ACTION PLAN

- *MALL faculty will complete the revision of the grading rubrics by December 2014.*
- *Data for this assessment will be gathered again in December 2014 and April 2015 and analyzed by May 15, 2015.*

TIME LINE FOR THE ACTION PLAN	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<input checked="" type="checkbox"/> The time line sets a schedule for implementing the action plan.	<input checked="" type="checkbox"/> <u>All</u> parts of the action plan have specific deadlines for implementation and completion.	<input type="checkbox"/> <u>Most</u> parts of the action plan have specific deadlines for implementation and completion.	<input type="checkbox"/> <u>Few or none</u> of the parts of the action plan have specific deadlines for implementation and completion.	

SAMPLE REPORT

- *Results are not reported to stakeholders at present. However, the MALL faculty will need to meet this academic year to make a plan for disseminating this information to stakeholders. Our tentative plan is to present the results on the program's website. A draft of the report is attached.*

REPORTING	Reflects best practices	Meets standards	Needs development	Reviewer comments or suggestions
<p>Reporting includes the program's plan for</p> <ul style="list-style-type: none"> <input type="checkbox"/> where/how to communicate the process, results, and action plan (e.g., program website, scholarly publication, newsletter) <input type="checkbox"/> to whom the report should be communicated <input type="checkbox"/> when the reporting will be completed. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> information is provided. <input type="checkbox"/> The information will be appropriately shared with stakeholders in a timely manner. <input type="checkbox"/> More than one venue for dissemination is planned. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> information is provided. <input type="checkbox"/> The information will be appropriately shared with stakeholders in a timely manner. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>Little or no</u> information is provided. <li style="text-align: center;">or <input type="checkbox"/> The information provided is <u>unclear</u>. <li style="text-align: center;">or <input type="checkbox"/> The information will <u>not</u> be effectively shared with stakeholders in a timely manner. 	

SAMPLE SUMMARY QUESTIONS

1. Does the assessment plan make use of at least one direct measure per program learning outcome (whenever possible)? **YES**
2. Does the assessment plan include multiple measures for each program learning outcomes? **NO**
3. Do any of the assessments measure learning or development over time (e.g., following a cohort of students from program entry to exit)? **NO**



SAMPLE SUMMARY QUESTIONS

4. Which phrase best characterizes the overall quality of this assessment plan? The plan...

- a. reflects best practices
- b. **meets standards**
- c. needs development

Notes:

- Mission statement: Reflects best practices
- Outcomes: Meets standards
- Curriculum map: Needs development
- Assessment method: Needs development
- Results: Reflects best practices
- Action plan: Meets standards
- Timeline: Reflects best practices
- Reporting: Needs development



YOUR TURN

- Try your hand at providing feedback on one of the assessment plans from your department.



CONTACT INFORMATION

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- <http://www.langlab.wayne.edu/index.htm>

