

QuickStart Guide for Assessment Plan Authors **Comprehensive Curriculum Assessment Plan (CCAP)**

This is an abbreviated guide for composing and submitting assessment plans to satisfy the *Comprehensive Curriculum Assessment Plan (CCAP)*. Authors are encouraged to consult the complete [plan document](#).

What needs to be done—Each department must submit to the University Assessment Committee (UAC) a completed assessment plan as described below for each undergraduate and graduate degree and certificate program. The plan consists of program objectives, learning outcomes, data sources, *etc.*, as in the sample form attached in Appendix C(1).

Those departments that offer one or more courses that satisfy Core Curriculum requirements must submit an assessment plan for each such course they offer. The plan consists of course objectives, learning outcomes, data sources, *etc.*, as in the sample form attached in Appendix C(2).

When it must be done—Assessment Plans are due by October 30, 2009.

How to approach this task—

- A. For departments submitting assessment plans for programs (degrees & certificates, grad & UG):

Suggested Steps

1. Identify those faculty responsible for this task. Consult the attached listing of programs and certificates to identify those for which your department is responsible. It is only necessary to address the major program (or certificate) curriculum, and not the concentrations or options—one plan per degree (or certificate).
2. Assemble any pre-existing relevant program documents (such as agency accreditation materials) to identify any established program objectives, learning outcomes, assessment criteria, *etc.* (these may still require some rewording!).
3. Open the Appendix D document attached—the blank Assessment Plan template—and save it with the program name in the title. Only one program per template file. Only Part A of the template needs to be completed.
4. Review the samples provided in Appendix C(1) (a sample form), and Appendix B (Bloom's Taxonomy) as necessary. Note well the definitions of *outcomes*, *objectives*, and *performance criteria*, and the chart of suggested data sources in Appendix A.
5. Compose objectives—insert in top section of the Assessment Plan template.
6. Compose outcomes—list these in the left column of the Assessment Plan template. These should be expressed using terms from Bloom's Taxonomy.
7. For each stated outcome, identify *data sources* and target *performance criteria* in the next columns. (An alumni survey is being planned that all programs can use for basic information on graduates' job placements and perceptions of their programs. Please list at least 1 or 2 sources in addition to the alumni survey.) Both course-specific and other sources may be used. For each data source, at least one performance criterion must be identified. Note in the last column if an outcome rises to a level beyond the minimum required for the Core Curriculum and identify which CC category is relevant.
8. Save the file, and send to AssessmentCommittee@newhaven.edu.

The UAC will review the plans and contact the author if changes are recommended.

B. For departments reporting outcomes for Core Curriculum Courses:

Suggested Steps

1. Identify those faculty responsible for this task, noting that one Assessment Plan form is required for each CC course.
2. Assemble any pre-existing relevant course documents (such as agency accreditation materials and official syllabi) to identify any established course objectives, learning outcomes, assessment criteria, etc. (these may still require some rewording!).
3. Open the Appendix D document attached—the blank Assessment Plan template—and save it with the course number in the title. Only one course per Assessment Plan template. Only Part B needs to be completed for courses.
4. Review the samples provided in Appendix C(2) (a sample form), and Appendix B (Bloom’s Taxonomy) as necessary. Note well the definitions of *outcomes*, *objectives*, and *performance criteria*, and the chart of suggested data sources in Appendix A.
5. Compose course objectives—insert in the 1st column of Part B of the Assessment Plan template.
6. Identify Core Curriculum category—insert CC number in the 2nd column for each course objective. Courses may be relevant to more than one category.
7. For each course objective, compose one or more course learning outcomes—list these in the 3rd column of the Assessment Plan template.
8. For each course outcome, identify at least one data source and target performance criteria in the remaining columns.
9. Save the file, and send to AssessmentCommittee@newhaven.edu .

The UAC and the University Undergraduate Curriculum Committee will review the plans and contact the authors if changes are recommended.

The following is a listing of University Assessment Committee faculty members who may be consulted for guidance if necessary.

CAS	COB	TCE	LEE
Amy Salvaggio asalvaggio@newhaven.edu 7381	Linda Martin lmartin@newhaven.edu 4561	Mike Collura mcollura@newhaven.edu 7149	Leila Dutton ldutton@newhaven.edu 4540
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Appendix A Definitions of Terms, and Possible Sources of Assessment Data

These terms and definitions are those adopted for use at UNH. They may differ somewhat from those used by various professional agencies. Translation may be required if your agency uses the terms differently than in the UNH system.

Term	Definition
Objectives	<p><u>For a Program:</u> Statements describing the expected <i>accomplishments of graduates the first few years after graduation.</i></p> <p><u>For a Course:</u> Statements describing the expected accomplishments of students <i>following course completion.</i></p>
Outcomes	<p><u>For a Program:</u> Statements describing what students are <i>expected to know and be able to do by the time of graduation.</i></p> <p><u>For a Course:</u> Statements describing what students are expected to know and be able to do by the time of <i>course completion.</i></p>
Performance Criteria	Specific, <i>measurable</i> statements identifying the performance required to meet the outcome, as confirmed through evidence

Possible Data Sources		
Alumni Surveys	Student Exit Surveys	Employer Surveys
Student Presentations	Writing Samples	Student Projects
Team Projects/Presentations	Placement Exams	Graduate School Acceptances
Portfolio Evaluations	Exit Interviews	Lab Reports
Reflection Papers	Bb Discussion Forums	Standardized Achievement Tests
Theses/dissertations	Internship reports	ASL Project Reports
Guided self assessments	Comprehensive exams (grad)	Case analyses
Journals, reflective diaries		

Source: *Comprehensive Curriculum Assessment Plan*, UNH University Assessment Committee, December 2008. [<http://www.newhaven.edu/academics/33759>]

Appendix B Terms Describing Competence Using Bloom's Taxonomy

KNOWLEDGE		COMPREHEND	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Draw	Record	Convert	Paraphrase
Enumerate	Reproduce	Describe	Predict
Find	Select	Discuss	Report
Identify	Sequence	Estimate	Restate
Label	State	Explain	Review
List	Tell	Generalize	Summarize
Match	View	Give examples	Trace
Name	Write	Illustrate	Understand
APPLY		ANALYZE	
Act	Imitate	Break down	Focus
Administer	Implement	Characterize	Illustrate
Articulate	Interview	Classify	Infer
Assess	Include	Compare	Limit
Change	Inform	Contrast	Outline
Chart	Instruct	Correlate	Point out
Choose	Paint	Debate	Prioritize
Collect	Participate	Deduce	Recognize
Compute	Predict	Diagram	Research
Contribute	Produce	Discriminate	Separate
Control	Provide	Distinguish	Subdivide
Demonstrate	Relate	Examine	
Determine	Report		
Develop	Select		
Discover	Show		
Dramatize	Solve		
Draw	Transfer		
Establish	Use		
Extend	Utilize		
SYNTHESIZE		EVALUATE	
Adapt	Intervene	Appraise	Interpret
Anticipate	Invent	Argue	Judge
Categorize	Make up	Assess	Justify
Collaborate	Model	Choose	Predict
Combine	Modify	Compare/contrast	Prioritize
Communicate	Negotiate	Conclude	Prove
Compare	Organize	Criticize	Rank
Compile	Perform	Critique	Rank
Compose	Plan	Decide	Reframe
Construct	Pretend	Defend	Select
Contrast	Produce	Evaluate	Support
Create	Progress		
Design	Propose		
Develop	Rearrange		
Devise	Reconstruct		
Express	Reinforce		
Facilitate	Reorganize		
Formulate	Revise		
Generate	Rewrite		
Incorporate	Structure		
Individualize	Substitute		
Initiate	Validate		
Integrate			

Taken from: <http://www.teachervision.com>, © Pearson Education, Inc. 2007.
Used in Comprehensive Curriculum Assessment Plan, UNH University Assessment Committee, Dec 2008.

Appendix C (1): Sample Program Objectives and Outcomes: BSME Program
(example only—not exhaustive and not approved by department)

Program Objectives (what a student is expected to have accomplished a few years following graduation)

a. Utilize modern techniques to solve mechanical engineering problems with the context of engineering practice
b. Design, develop, test, and analyze mechanical engineering components, systems, and processes
c. Function productively as a team member
d. Appreciate and address contemporary issues including ethical, safety, and environmental concerns related to mechanical engineering
e. Strive for continuous self improvement

Program Outcomes (what a student is expected to be able to know or do by graduation)

Outcome	Data Sources for Assessment	Performance Criteria	CC Competence (#) Beyond Minimal CC Requirement
1. Students can effectively apply knowledge in engineering, including the formulation and solution of engineering problems	Courses: ME305; ME321; ME344	80% of students earn a grade of C or better on assignments that require written or oral presentation of problem solution in communication-intensive courses.	
	Student Exit Survey	Mean ratings of 2.0 or less* on item 7.	
2. Students can design, conduct, and analyze results of experiments	Courses: ME315; ME415;	80% of students earn a grade of C or better on lab assignments focused on experimental design and analysis	CC2 Analysis and Problem Solving (e.g., ME415) CC3 Using Technology (e.g., ME315)
	Student Exit Survey	Mean ratings of 2.0 or less* in item 12	
3. Students have the ability to effectively participate in teams, including multi-disciplinary teams	Courses: ME415; ME431; ME432	80% of students earn a grade of C or better in team or group assignments in courses using project teams.	

	Student Exit Survey	Mean ratings of 2.0 or less* on item 17.	
4. Students can communicate effectively	Courses: ME431; ME432;	80% of students earn a grade of C or better on assignments that require papers and presentations in selected communication-intensive courses.	CC1 Communication
	Student Exit Survey	Mean ratings of 2.0 or less* on item 16	

*Rating scale: 1 = Excellent; 2 = Good; 3 = Adequate; 4 = Fair; 5 = Poor.

Appendix C (2): Example for a Course Included in Core Curriculum

B. Course Objectives and Outcomes PSY 111 Introduction to Psychology
(example only—not approved by Psychology Department)

Objective	CC (#) Relevance	Outcomes	Data Sources for Assessment (multiple sources may apply to each outcome identified)	Performance Criteria
1. Students will recognize the complexity of sociocultural and global diversity. (Sociocultural and Global Awareness)	7.3, 7.4	Student can explain the sociocultural and global contexts that influence individual differences.	Research papers that examine diversity issues (e.g., gender socialization, stereotyping).	At least 80% of students properly characterize modal sex roles in other cultures used as examples.
		Students can explain how individual differences influence identity, affect, beliefs, values, and interactions with others.	Evaluation of learning related to diversity-oriented exercises.	At least 75% of students can discuss in a focus group the sources of their beliefs about race.
		Students can define diversity and its role in psychological research.	Focus groups dedicated to solving problems related to diversity.	At least 80% of student papers properly define and use the term diversity.
2. Students identify and apply relevant ethical issues, as addressed by the APA code of ethics. (Role of Ethics)	7.1	Students can describe relevant ethical issues, as addressed by APA code of ethics.	In-class exams to capture student learning of APA code of ethics.	At least 75% of students correctly define terms relevant to the key ethical dilemmas discussed in class.
		Students can apply relevant ethical principles, as addressed by the APA code of ethics.	Case studies to demonstrate effective application of APA code of ethics.	At least 75% of students correctly identify the proper behavior for the psychologist as suggested by the APA for the same key ethical dilemmas.
3. Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement. (Personal)	7.3	Students can reflect on his or her experiences and find meaning in them.	Pre-and-post assessments.	At least 90% of students identify at least one way in which the course has provided insight into their selves.
		Students can apply	Student journals or observational diaries. Reflection papers.	At least 80% of students can

development)		psychological theories and principles to promote personal development.		describe at least one method they can apply to self-improvement that is based on psychological theories of learning or personality.
		Students can demonstrate insightful awareness of feelings, emotions, attitudes, and behaviors based on psychological principles.		At least 80% of students accurately apply terms and concepts from theory on emotion and personality to explain their perceptions.
4. Students will develop an appreciation of the scientific methods used by psychologists to establish the facts, principles, and theories for the field. (Research methods in psychology)	5.1 – 5.3	Students can explain different basic research methods used by psychologists.	Critical papers evaluating specimens of psychological research.	At least 80% of students can identify the principal methods used by psychologists and their relative strengths.
		Students can evaluate the appropriateness of conclusions derived from psychological research.	Participation in ongoing psychological research as part of their course requirements, and debriefing regarding their experience as subjects in research. Case studies (group, individual) critiquing research reviewed in the course.	At least 80% of students appropriately identify the limits to conclusions drawn in samples of research.
Based on the current guidelines for undergraduate psychology curriculum promulgated by APA. American Psychological Association (2007). <i>APA guidelines for the undergraduate psychology major</i> . Washington DC (Author). Retrieved from www.apa.org/ed/resources.html .				