

Multi-Year Assessment Planning

Educational Assessment

August, 2022

Introduction

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Assessment planning provides a roadmap to reviewing the impact departments are making on their students. Yearly Assessment plans are highly detailed and direct the assessment efforts specifically looking at one or more learning outcomes. Multiyear assessment planning structures assessment efforts over a period of time bookended by the university's schedule for program review. At Santa Clara, co-curricular units will create five year assessment plans, with program review starting in the sixth year.

Five-Year Assessment Plan

The department will focus on one or two learning outcomes for assessment purposes each year. While the primary focus is assessing the identified student learning outcomes, a department can also include in its reporting any annual assessments that are normally conducted, like satisfaction surveys, as these can also show progress made on the department's goals.

The table below shows an example of a 5-year assessment cycle for six 6 set student learning outcomes. The assessment plan lays out critical information that will guide your assessment. Each column will collect pertinent information that you will use now, and in the years to come (rows). These columns are:

Year - What year will these assessment activities take place?

Student Learning Outcome (SLO) - Choose 1 to 2 outcomes from your outcome list. All of your outcomes need to be covered every 5 years. You can re-assess outcomes in the 5 year period if there have been major changes or something leads you to believe a different result.

Significant Learning Experience(s)- The MAJOR activities where assessment will be focused. Refer to your Outcomes Map

Artifacts associated with each experience- What kind of data are you collecting? Survey responses? Test scores? Reflections? The tools, assignments, or other assessment methods that you will conduct to assess the outcome

Identify the student sample - Provide as much information as possible about the number and types of students you will assess. The student population. The more specific the better. It's okay to change this later.

How will you measure? - Are you using rubrics of best practices? Are you using survey data? How will you score your data?

What is the Success Target - How will you know if you've succeeded? Set goals for yourself.

Person(s) Responsible for coordinating Assessment Activities - Who will be working on the assessment efforts?

Examples Five-Year Assessment Planning

Year	SLO	Significant Learning Experience(s)	Artifacts associated with each experience	Identify the student samples	How will you measure?	What is the success target?	Person(s) Responsible for coordinating Assessment Activities
2023-24							
2024-25							
2025-26							
2026-27							
2027-28							

Divisional Assessment Themes

Division or larger units of which the department is a part may be interested in conducting assessments of learning outcomes common to a number of departments. If, for example, the division wishes to assess their Spirituality Development outcome in the 3rd year of the cycle, every office in the division with a spirituality outcome can then plan to assess their spirituality outcome in that same year. The assessments can then be combined to tell the story of spirituality growth and development in the entire division, highlight powerful collaborations, suggest areas of continued growth, and start conversations that can lead to new and improved opportunities for students.

Other Considerations when Making a Five-Year Assessment Plan

There are several things to think about as the department decides in which order to assess their outcomes. Are there certain outcomes that the program should learn about right away in terms of their efficacy and impact? Perhaps other outcomes are linked to these? Any that are important to the scaffolding of other outcomes should be assessed first. Another consideration is whether all the learning opportunities have been fully developed. If not, it's better to delay the assessment until those activities are fully planned.

Sample Five-Year Assessment Plan

Year	SLO	Significant Learning Experience(s)	Artifacts associated with each experience	Identify the student samples	How will you measure?	What is the success target?	Person(s) Responsible for coordinating Assessment Activities
2023-24	Deepen empathetic relationships rooted in humility and mutual respect.	Immersion trips: (Meet with community partners/leaders) and Fellowships: (Community placement)	Pre/post test on empathy and journals on connection to communities	Immersion trip participants and student participating in fellowships	Pre/post testing and rubrics for journals	70% of students will show an increase in their empathy toward cultures other than their own.	Bucky Bronco
2024-25	Identify their role in creating and sustaining a more just society	Immersion journals and Post Imm. Follow up Arrupe Reflections	Journals on the creation of a "just society" Pretest post test on social justice	Immersion participants and first year ELSJ participants	Pre/post testing and rubrics for journals	All participants will be able to articulate their role in creating a just society, at least 65% of these students will articulate plans they have in sustaining their work.	Bucky Bronco
2025-26	Analyze the social, economic, political or cultural conditions and inequalities facing communities	Arrupe, Thriving Neighbors, Fellowships	Knowledge check on DEI topics related to economic, cultural, political, or social conditions. Pre/Post test on attitudes toward communities that are different than own, reflections on	Students with placement sites through Arrupe, Thriving Neighbors, and Fellowships	Pre/Post testing Rubrics for reflections	Students will identify structural issues and articulate how it impacts the lived experience of communities using at least 2 of the 4 focuses of social, economic, political or cultural conditions	Bucky Bronco

Year	SLO	Significant Learning Experience(s)	Artifacts associated with each experience	Identify the student samples	How will you measure?	What is the success target?	Person(s) Responsible...
2026-27	Cultivate deeper empathy with and compassion for others through shared experience with people who are currently or historically impacted by structures and systems of oppression.	Immersion trips: (Meet with community partners/leaders) and Fellowships: (Community placement)	Pre/post test on empathy and journals on connection to communities	Immersion trip participants and student participating in fellowships	Pre/post testing and rubrics for journals	70% of students will show an increase in their empathy toward cultures other than their own.	Bucky Bronco
2027-28	Develop critical thinking skills for addressing social issues through the Ignatian tradition	Fellowships, Arrupe, Thriving Neighbors	Knowledge check on Ignatian Tradition Reflections on how social issues are addressed, interviews on personal experience connecting address of issues with Ignatian Tradition	Students with placement sites through Arrupe, Thriving Neighbors, and Fellowships	re/post knowledge check, rubric for reflections and interviews.	60% of students in their placement site will show an increase in knowledge of Ignatian Tradition and be able to apply it to their work on social issues.	Bucky Bronco

From this example, we can see that we need to prepare:

- Pre/post test measuring empathy to be administered: Before and after the Immersion Trips and Before and After students engage in community placement through their fellowships.
- Rubric use for the reflections that measuring students' sense of empathy in their relationships with the community in which they are involved for their experience.
- Further detail will be described in the Annual Assessment Plan,, but the more detail provided here, the better.