

GEORGIA INSTITUTE OF TECHNOLOGY

FORMAT AND GUIDELINES FOR ACADEMIC UNIT ASSESSMENT PLANS

School and Degree Program Information

Please include at the top of Page 1 of the plan the following information:

- School Name and College
- Degrees Awarded: (Name relevant degree(s))
- Date

Plan Format

The revised and updated plans will have the eight sections listed below. For each intended learning objective/outcome identified, there will be a corresponding section IV: "Procedures, Measures and Criteria" that will have the four sub-sections listed below.

- I. Mission Statement
- II. Program Purposes
- III. Intended Learning Objectives/Outcomes
- IV. Procedures, Measures and Criteria
 - Operational definitions of each intended learning objective/outcome
 - Location in curriculum
 - Method or instrument used
 - Group performance standard established
- V. Implementation Plan
- VI. Evaluation Results
- VII. Feedback Channels
- VIII. Use of Results

Plan Guidelines

I. Mission Statement

- The mission statement is a statement of those large-scale areas of activity derived from the Institute mission, undertaken by each school to further the mission of the Institute, and including the primary functions of the school.
- Mission statement should explicitly include educational, research and service components.

II. Program Purposes

- The program purpose indicates what it is the educational program is designed to accomplish, and at what curriculum level.

III. Intended Learning Objectives/Outcomes

Note: These intended learning objectives/outcomes will also be entered in Georgia Tech's Online Assessment Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th.

- Intended Learning Objectives/Outcomes consist of the 3-8 most important broad student learning results desired from the program (What is to be achieved?)

- Intended Learning Objectives/Outcomes should:
 - be stated in terms of expected student behaviors/achievements;
 - be measurable;
 - be aggregate, focusing on the program and not on individual students or courses; and
 - specify the skills, competencies, understandings, and values that students should have acquired as a result of having completed the program of study.
- The GT Mission states that “Georgia Tech seeks students with extraordinary motivation and ability and prepares them for lifelong learning, leadership, and service.” Thus, each academic unit assessment plan should reference these Institute-level intended learning objectives/outcomes.
- For undergraduate programs in Engineering, all of the outcomes listed under ABET EC 2000 Criterion 3 (a-k) will need to be specifically included, paraphrased, or subsumed under other objectives/outcomes in the plan. Procedures, measures and criteria will need to be designed to yield evidence of these ABET EC 2000 program outcomes.
- For each intended learning objective/outcome the plan will have a "Procedures, Measures and Criteria" section.

IV. Procedures, Methods and Criteria

Note: These Procedures, Methods, and Criteria will also be entered in Georgia Tech’s Online Assessment Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th.

This section forms the heart of the assessment plan. Procedures, measures and criteria serve to:

- operationally define the competencies to be assessed within each intended learning objective/outcome (what specifically is to be measured?);
- indicate how they will be assessed (with what method or instrument?);
- (optional for non-accredited programs) indicate where in the curriculum those competencies will be assessed; and
- (optional) indicate the group performance standard to be achieved (what level is acceptable as evidence of success?)

Notes:

- Performance is often not observable, so *indicators* of performance must be sought.
- Triangulation, or use of multiple methods, is usually needed to assure accuracy of measurement. Therefore, most plans will feature at least 2-3 procedures for assessing any given intended learning objective/outcome.
- The same assessment method or instrument can often be used to measure several intended learning objective/outcomes. For example, senior presentations in a capstone course might be used to assess discipline-related knowledge, oral communication skills, report-writing skills, and problem-solving abilities.
- Inventory existing evaluation strategies. What assessments are you doing now that you can use for the specified learning objectives?
- From the outset, attention should be given to using valid, reliable, high-quality measurements, so that resulting data can be interpreted and used for curricular decision-making.

V. Implementation Plan

The implementation plan has three basic components. It should:

- define responsibilities for tasks related to assessment, including data collection, data analysis, and reporting;
- specify the data collection timetable; and
- display in matrix form how the intended learning objectives/outcomes relate to the methods/assessment tools used for measurement.

VI. Assessment Results

Note: Assessment results will be entered in Georgia Tech's Online Assessment Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th.

In OATS, A summary discussion should appear, organized according to each intended student learning objective/outcome, of the extent to which the assessment results confirm that the pedagogical strategies used in the degree program are achieving the desired results.

VII. Feedback Channels

This section should identify the specific forum or mechanisms and frequency for disseminating assessment results to program faculty. How when and where will results be shared? Feedback should:

- be provided in a timely manner to all faculty so decisions can be made regarding improvement of practices;
- provide information for decision making; and
- provide a basis for evaluation.

VIII. Actions Taken: Use of Results

Note: Actions taken as a result of assessment findings and subsequent faculty recommendations will be entered in Georgia Tech's Online Assessment Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th.

In OATS, A summary discussion should appear, organized according to each intended student learning objective/outcome, of the actions that are being taken or planned to take place as a result of assessment findings and subsequent faculty recommendations. A timeline for such actions should be included in OATS.

Revised 3/05/04