Workshop Part 3

Workshop Part 3: Plans Walkthrough
• When starting a new plan you will first be asked if you want to create the plan by copying items from the previous year, or if you wish to start from scratch.
• I ALWAYS recommend copying the previous year’s plan over. You can always, edit, add, or remove items later.

Select “Create new plan by copying items from the previous plan”, then click “Continue”.
Next you will have the option to pick and choose which item are carried over to the new play, or you can simply check “Select All Items.”

Again here I highly recommend just choosing “Select All Items”. You can always remove things later.
• Once you’ve created your plan, you will see a series of tabs across the top of the report.
• You must enter required information on each tab before submitting.
For all three boxes simply answer the questions in blue text. Be direct. Utilize bullets. This will make it very easy for reviewers to see that you’ve met the requirements for the section, and allow them to easily understand what is meant.

Example of how you may wish to address these sections:

- Assessment is conducted by...
- The instructors collect data and... The assessment coordinator analyzes the data and... (etc.)
- The program wants to assess if our students know..., are able to ..... and value.... (etc.)
- We utilize a number of tools. We assess knowledge in outcome 1 via standardized exam, ... (etc.)

- In this section we are looking for explanation of how specific outcomes from the plan relate directly to specific goals of the UCF strategic plan. Now, with a new UCF strategic plan in place see if you can make deeper connection to specific supporting strategies in the UCF plan as well as connecting to the goals.
- Ex: Outcome 1 .... Relates to Goal 1 of the UCF Strategic plan, because...
This tab is easy. Simply follow the 3 steps.

1. Select the number of participants
   - Who is listed is up to you. Some people list only the assessment coordinator, some people also list the department chair, or assessment committee, or even everyone who contributes data to the results.

2. Enter the names of the participants.
   - In addition to the names I sometimes also include a VERY brief description of their role.

3. Click “save”
An exemplary plan builds on previous assessment by including at least one measure to assess the impact of an implemented change from a past assessment cycle, demonstrating a "closed loop."

**Outcome: 1**

Enter your OUTCOME statement here.
Outcomes should be Big picture, broad goals. (30,000 feet view) What do we want our students to DO, KNOW, or VALUE? Example: “Students will be able to demonstrate ability to write effectively in a scholarly context.”

**Measure:**

Enter your MEASURE statement here.
Measures are how we determine if the outcome/goal was reached.
General Measures formula = Course/time frame + Assignment and/or instrument + Target + additional info.
Example: “Students in ANT 3145 (Archaeology of Complex Societies) will receive an average score of 80% on a written assignment where they have to marshal archaeological evidence to support a specific position about past human societies.”
**Plans: Tab 3- Measures Continued**

**Measure:** ![Text box for measure statement](image)

- **Important:** Do not paste directly from Word or Excel into the textbox. You must first paste text into Notepad or TextEdit and then paste into the textbox.

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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**You have entered your Measure statement here.**

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**Path:**

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year’s assessment results? (To see prior year’s ‘Results and Reflective Statement’, please click on the following link which will open in a new window: [2015-2016 Results, Reflective Statements & Planned Changes](#))

- **Yes**
- **No**

**Specify prior year’s results:**

COS Consolidated Research Centers and Institutes

- 1.1
- 2.2
- 3.2
- 4.2
- 5.2
- 6.1
- 1.2
- 3.1
- 4.1
- 5.1
- 5.3
- 6.2
- 2.1

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

You are then asked to provide some explanation.
- If you selected “yes”, tell us 1. What change was made. 2. Why it was made. 3. How it is expected to result in improvement.
- If you selected “no”, tell us why you have not made a change that affects this measure.
Plans: Tab 4 - Mentoring

• The first section of Tab 4 is Mentoring.
• It is identical to the mentoring tab in the results report.
• Simply check all boxes that apply.

This doesn’t play a part in your plan report rating.
It is for University and College information to help improve the assessment process.
The second section of Tab 4 is Attachments

1. Choose the file that you want to attach from your computer.
2. Select which Outcome you want to attach it to.
3. Click the “Add Attachment” button to complete the upload.
4. A list of the attachments you have uploaded is shown at the bottom. You can remove any old attachments by clicking the “remove” link after the attachment name.

All measurement instruments used in your plan should be attached unless proprietary. If proprietary, consider attaching examples instead, and be sure to include a statement in the measure to explain why there is no attachment.
The final tab allows you to read through the various sections of your plan. Once you are satisfied with the contents, click the “Submit for DRC Review” button.