

## Assessment Plan Outline

### All Chairs' Workshop

1. Mission/Goals:

- a. [CCA's Missions/Goals](#)
- b. Your Program's Mission/Goals

2. Program Learning Outcomes (PLOs):

- a. List your Program Learning Outcomes (PLOs)
- b. What are the appropriate professional and academic standards for each PLO? Please explain how your PLOs correspond with these standards.  
*[If clear professional standards do not currently exist for benchmarking all of your program's PLOs, how will you approach the task of establishing such benchmarks for evaluating the levels of student achievement for your PLOs?]*

3. Program Learning Outcomes (PLO) Alignment with overall program curriculum:

- a. Answer the following questions:
  - 1) How will your program curriculum relate to and reinforce each PLO?
  - 2) Upon completing your [Curriculum Alignment Matrix](#), did your program faculty discover any **initial** insights about or needed improvements in your curriculum design in relation to your PLOs?

4. Program Learning Outcomes (PLO) assessment:

- a. Answer the following questions:
  - 1) What evidence will you collect to assess each PLO?
  - 2) Where is the evidence found?
  - 3) At what intervals will it be collected? At the beginning, middle, and end of each course?
  - 4) What criteria will be used to assess the evidence?
  - 5) What standards are used in grading assignments?

5. Implementation: Evaluation of evidence and use of results:

a. Answer the following questions:

- 1) Who will be responsible for collecting the evidence?
- 2) Who will analyze the evidence? When? How Often?
- 3) How will evidence be analyzed?
- 4) Who will reflect on the results and make recommendations and decisions? When?
- 5) How will results and implications be documented and archived?

## 1. Mission/Goals

### a. CCA Mission :

CCA educates students to shape culture through the practice and critical study of the arts. The college prepares its students for lifelong creative work and service to their communities through a curriculum in art, architecture, design, and writing.

### b. CCA Strategic Goals:

1. Enhance National Visibility Through Academic Excellence
2. Maintain a Sustainable Business Model
3. Strengthen Internal and External Community Relations

### c. State your Program's Mission and Goals.

### d. How do your Program's Mission and Goals align with the College's Mission and Strategic Goals?

## 2. Program Learning Outcomes (PLO)

- a. List your Program Learning Outcomes (PLOs):

Program Learning Outcomes (PLOs)


- b. What are the appropriate professional and academic standards for each PLO? Please explain how your PLOs correspond with these standards. *[If clear professional and academic standards do not currently exist for benchmarking all of your program's PLOs, how will you approach the task of establishing such benchmarks for evaluating the levels of student achievement for your PLOs?]*

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### 3. PLO Alignment with overall program curriculum

- a. How does your program curriculum provide opportunities for students to achieve each PLO?

- 1) Collectively, do your PLOs reflect the mission and goals of the Program?
- 2) Did your program faculty discover any initial insights about or need improvements in your curriculum design in relation to your PLOs? Please describe these insights.

**California College of the Arts** Assessment Plan

Program: \_\_\_\_\_

Date: \_\_\_\_\_


## CCA ANNUAL PROGRAM REVIEW CURRICULUM ALIGNMENT MATRIX

B = Beginning (Introduced)

I = Intermediate (Reinforced)

A = Advanced (Proficient)

Under each column, write the PLOs. In the far left column, write the course number and title and indicate which PLO "it teaches to" and at what level – Beginning, Intermediate, or Advanced.

	PLO #____	PLO #____	PLO #____	PLO #____	PLO #____	PLO #____	PLO #____
<b>COURSES</b> (include electives, field placement, internships, etc.) 							

CURRICULUM ALIGNMENT MATRIX – CONTINUED

COURSES	PLO #____	PLO #____	PLO #____	PLO #____	PLO #____	PLO #____	PLO #____

**California College of the Arts** - Assessment Plan**4. PLO Assessment**

*To complete the PLO Assessment Matrix you will need to identify the methods you will use to assess the PLOs.*

- a. Complete the [PLO Assessment Matrix](#) (template on the next page) to answer the following questions:
- 1) What evidence will you collect to assess each PLO? (EXAMPLES: *admissions interviews; student work from entry; intermediate; and exit courses; graduate surveys; etc. Evidence identified here will be used in the Assessment Implementation Worksheet.*)
  - 2) Where is the evidence found? (EXAMPLES: *admissions application; Courses [list numbers and titles]*)
  - 3) At what intervals will it be collected? (EXAMPLES: *end of each academic year; after each time the course has ended; annually in June; etc.*)
  - 4) What criteria will be used to assess evidence of each PLO?
  - 5) What standards will be used in grading the evidence/assignments?

**California College of the Arts** - Assessment Plan

Program: \_\_\_\_\_

Date: \_\_\_\_\_

<b>CCA ANNUAL PROGRAM REVIEW</b> <b>PROGRAM LEARNING OUTCOMES (PLO) ASSESSMENT MATRIX</b>
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YEAR ASSESSED ▶					
	PLO # _____	PLO # _____	PLO # _____	PLO # _____	PLO # _____
1) What evidence will you collect to assess each PLO?					
2) Where is the evidence found?					
3) At what intervals will it be collected?					
4) What criteria will be used to assess the evidence?					
5) What standards will be applied to grading the assignments/ evidence? (Add pages as needed.)					

## 5. Implementation: Evaluation of evidence and use of results – Assessment Implementation

- a. Complete the [On-going Assessment Implementation Worksheet](#) to answer the following questions:  
(See sample below.)
- 1) Who will be responsible for collecting the evidence? (EXAMPLE: *Chair, Program Manager, etc.*)
  - 2) Who will analyze the evidence? When? How Often? (EXAMPLE: *Chair, core faculty; end of fall semester, end of spring semester, etc..*)
  - 3) How will evidence be analyzed? (EXAMPLE: *Using a rubric for this PLO, assess upon agreed criteria, etc.*)
  - 4) Who will reflect on the results and make recommendations and decisions? When? (EXAMPLE: *Chair in May, Associate Dean etc.*)
  - 5) How will results and implications be documented and archived? (EXAMPLE: *stored on the program's shared drive, etc.*)

Program: \_\_\_\_\_

Date: \_\_\_\_\_

**CCA ANNUAL PROGRAM REVIEW**  
**ASSESSMENT IMPLEMENTATION WORKSHEET**  
**(Evaluation and Use of Results)**

Under each column, write the evidence that will be collected for evaluation (see #2 in the PLO Assessment Matrix (blue)).  
 In the top row, write the PLO in which the evidence addresses. Write the answers to questions 1-4.

<b>PLOs ▶</b>					
<b>Implementation</b> ▼	<b>Evidence #____</b>	<b>Evidence #____</b>	<b>Evidence #____</b>	<b>Evidence #____</b>	<b>Evidence #____</b>
1) Who is responsible for collecting the evidence?					
2) Who will analyze the evidence? When? How Often?					
3) How will the evidence be analyzed?					
4) Who will reflect on the results and make recommendations & decisions? When?					
5) How will results & implications be documented & archived?					

## ASSESSMENT CHECKLIST

Please complete the following checklist to evaluate your own assessment plan.

Program: \_\_\_\_\_ Date: \_\_\_\_\_

**SA** = Strongly Agree    **A** = Agree    **D** = Disagree    **SD** = Strongly    **?** = Don't Know

1)

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2) **Program Mission/Goals and School Mission/Goals**

SA   A   D   SD   ?   a.   The mission of the Program corresponds to CCA's mission statement.

SA   A   D   SD   ?   b.   The goals of the Program correspond to its own mission statement.

3) **Program Learning Outcomes (PLO)**

SA   A   D   SD   ?   a.   The PLOs listed are clearly defined

SA   A   D   SD   ?   b.   The PLOs are appropriate for the program's professional and academic standards.

4) **PLO alignment with overall program curriculum**

SA   A   D   SD   ?   The Curriculum Alignment Matrix is complete.

SA   A   D   SD   ?   1) It is clearly illustrated how the program's curriculum delivers to (teach) each PLO.

SA   A   D   SD   ?   2) It is clearly explained how/why their PLOs reflect the most important purposes of the program.

SA   A   D   SD   ?   3) Initial insights about and/or needed improvements in the program's curriculum design in relation to the program's PLO were stated.

5) **PLO assessment**

SA   A   D   SD   ?   a.   The PLO Assessment Matrix is complete.

SA   A   D   SD   ?   1) Criteria used to assess each PLO are recognized.

SA   A   D   SD   ?   2) Evidence collected to assess each PLO is identified.

SA   A   D   SD   ?   3) The source of where evidence is founded is recognized.

SA   A   D   SD   ?   4) Intervals of when evidence is collected are apparent.

6) **Implementation: evaluation of evidence & use of results – Assessment Implementation**

SA   A   D   SD   ?   a.   The On-going Assessment Implementation Worksheet is complete.

SA   A   D   SD   ?   1) The person(s) responsible for collecting the evidence is identified.

SA   A   D   SD   ?   2) The person(s) responsible for analyzing the evidence, when and how often is identified.

SA   A   D   SD   ?   3) The way in which the evidence will be analyzed has been conveyed.

SA   A   D   SD   ?   4) The person(s) for assessing the results and making recommendations and decisions and when, is identified

SA   A   D   SD   ?   5) The ways in which the results and implications are documented and archived are understood.

SA                      a.

SA                      1)

SA                      2)

SA                      3)

SA                      4)