### Sample Assessment Project: 2019-2020

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- Institutional Mission
- Program Mission
- Program Goals

#### Team (3)
- Mr. Jarrod Rossi

#### Edit Access (3)
- No users with Read Access

#### Program Goals

#### Project Attachments

#### Institutional Mission

#### Program Mission

#### Program Goals

Click Add Program Goals

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Institutional Mission

Nothing Entered

Program Mission

Program Goals

Add Goal, and description. Does Not have to be long, abstract concept. Not part of UIEC scoring rubric

Student Learning Outcomes

Click Add Outcome

Project Attachments

Drag and drop your files here or browse for files from your computer
Institutional Mission

Program Mission

Program Goals

1. Critical Thinking

Nothing Entered

Student Learning Outcomes

1.1 Nothing Entered

Description

Nothing Entered

Supported Initiatives (0)

Action Plan

Measures

Project Attachments
Institutional Mission

Nothing Entered

Program Mission

Program Goals

1 Critical Thinking

Nothing Entered

Student Learning Outcomes

1.1 Critical Thinking

Description

Longer description and rationale of how critical thinking (or other SLO) relates to your program and why your assessment should include this SLO in its annual assessment plan.

Supported Initiatives (0)
Institutional Mission

Program Mission

Program Goals
• 1 Critical Thinking
  • 1.1 Critical Thinking
    • 1.1.1 Critical Thinking Measure

Edit Access (3)
Read Access (0)
No users with RW Access

Add Team Member

Add Supported Initiatives to Student Learning Outcomes 1.1

Filter Associations | Standards | General Education | Institutional Priorities | Strategic Initiatives

General Education

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
</tr>
<tr>
<td>2</td>
<td>Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication</td>
</tr>
<tr>
<td>3</td>
<td>Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
</tr>
<tr>
<td>5</td>
<td>Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
</tr>
<tr>
<td>6</td>
<td>Personal Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
</tr>
</tbody>
</table>

Under the General Education Area, Choose Which Gen Ed Outcome(s) Corresponds Best With the current SLO
Program Mission

Program Goals

1. Critical Thinking

Student Learning Outcomes

1.1 Critical Thinking

Description

Longer description and rationale of how critical thinking (or other SLO) relates to your program and why your assessment should include this SLO in its annual assessment plan.

Supported Initiatives (3)

General Education

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Strategic Initiatives

- Lamar University Strategic Plan: SP-1 - Enhance access to Lamar University’s educational programs and student services.
- Lamar University Strategic Plan: SP-2 - Leverage our core strengths while elevating the overall quality of our education and scholarship.

Action Plan

Measures

Project Attachments
### Action Plan

#### Measures

<table>
<thead>
<tr>
<th>1.1.1 Critical Thinking Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of Evidence</td>
</tr>
<tr>
<td>VALUE Rubric - Critical Thinking-Academic Direct</td>
</tr>
</tbody>
</table>

**Description**

This is where you would describe your measure in detail and the rationale as to why you chose this measure as opposed to another measure, etc.

**Methodology**

This is where you could put how the rubric will be used. Will a committee of faculty members score samples of student work? Will scores from rubric scored assignments be pulled from sections?

**Achievement Target**

Once Measure is fully described, click "Add Achievement Target"
Achievement Target

This text box is limited to 55 characters, simply put your actual target, such as “80% of students will score an 3S (proficient) or better on the rubric”.

Finding

This is where you put the actual findings after the academic year indicating if you met your targets or not. 1-2 sentences.

Analysis

A longer, more detailed explanation of the findings. Could be broken down by student. Include sample size, etc.

Improvement Type

None

Type of improvements

Have you seen any improvements since last report or over the last few assessment cycles? What were they? How has the assessment moved towards those improvements? What changes have been made to the program based on these assessments?
Methodology

This is where you could put how the rubric will be used. Will a committee of faculty members score samples of student work? Will scores of rubric-scored assignments be pulled from sections?

Achievement Target

Achievement Target

This text be found as a rubric score%

Not Set

Finding

Not Reported this Period

Analysis

Partially Met

None Set

Improvement

None Set

Improvement(s) Achieved

Have you seen any improvements since last report or over the last few assessment cycles? What were they? How has the assessment moved towards those improvements? What changes have been made to the program based on these assessments?

Project Attachments
Achievement Target

This text box is limited to 55 characters, simply put your actual target, such as “80% of students will score an 3.5 (proficient) or better on the rubric.”

Finding

This is where you put the actual findings after the academic year indicating if you met your targets or not. 1-2 sentences.

Analysis

A longer, more detailed explanation of the findings. Could be broken down by student. Include sample size, etc.

Improvement Type

None Set

Improvement(s) Achieved

Have you seen any improvements since last report or over the last few assessment cycles? What were they? How has the assessment moved towards those improvements? What changes have been made to the program based on these assessments?

Project Attachments

Drag and drop your files here or browse for files from your computer.

Include any scoring rubrics or redacted work samples, raw data analysis, etc here. You can browse or drag and drop in this area.