

Livingstone College

Assessment Handbook for Faculty

Division of Academic Affairs

2021-2023



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SACSCOC Accreditation Liaison

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Livingstone College The Assessment Council

Department Chairs, Deans and Appointees:

As your SACSCOC Liaison, the President has charged me with the task of ensuring that the Assessment Council continues to remain active during this 2021-2023 period. Formal notification of the appointment to the Assessment Council comes from the President himself. Though, automatic members of this council will include the Division Deans and Department Chairs. Additional members will be appointed at the President's discretion.

The Assessment Council is an advisory group comprised of at least one representative from each unit with the college. The Assessment Council is charged with the following responsibilities: (1) providing guidance to faculty completing a variety of assessment data reports; (2) ensuring data report collected are completed correctly on the identified template and in consistent format; (3) analyzing data reports completed by faculty; (4) ensuring that data results for program improvement to demonstrate that the loop has been closed; (5) attending monthly meetings as outlined according to the assessment calendar; (6) participate in Assessment Council work sessions.

Assessment Council meetings and work sessions will provide members across departments or units with the opportunity to come together and discuss assessment practices and activities, analyze and interpret data, share results and implementation plans for program improvement. Assessment Council members are responsible for communicating assessment-related information from the Assessment Council to the respective department or unit they represents. Council members will set assessment expectations for their department or unit. Council members will assist the SACSCOC Liaison in sharing expectations for regional accreditation (SACSCOC). Council members will ensure that faculty and staff adhere to the Assessment Data Collection Schedule set by the SACSCOC Liaison. Council members will assist in the planning of assessment initiatives and workshops.

It is critical that Livingstone College continue its serious commitment to the systematic collection, analysis, and usage of data to improve student learning. It is my hope that the Assessment Council will bring about increased faculty involvement in assessment activities at all levels and units of the campus. The Council will work to create and adhere to a comprehensive institutional assessment effectiveness plan and periodically evaluate that plan.

Respectfully,

Kelli V. Randall, Ph.D.

Vice President for Academic Affairs
SACSCOC Accreditation Liaison

What is Assessment?

Assessment is a systematic and on-going process of collecting, analyzing, interpreting, and using the data related to the goals and outcomes developed to support Livingstone College's mission and purpose. An ongoing process by which we understand and improve student learning, as well as student, faculty, and staff experiences on campus.

Questions Assessment Answers

1. What are we trying to do?
2. How well are we doing it?
3. How can we improve what we are doing?

How Do We Assess?

1. We must make our expectations of faculty, staff, and students explicit.
2. We must set appropriate standards for both learning and campus environmental quality.
3. We must gather evidence and use that evidence to analyze our standards, student performance, as well as student, faculty, and staff experiences on campus.
4. We must use the results to improve our standards, to improve student performance, and to improve students, faculty, and staff experiences on campus.

Assessment 101

1. First, set standards for learning and effective programs (mission, goals, objectives, PLOs and SLOs).
2. Second, systematically gather, analyze, and interpret data collected.
3. Third, use the information and evidence acquired from the data collected to improve performance/experience.

Set Standards

1. STAFF, be sure that your office has a list of program outcomes that are being assessed at both the midterm and end of each semester.
2. FACULTY, make sure that your department has PLOs aligned with SLOs that are being assessed at both the midterm and end of the semester.

Collect, Analyze, and Interpret Data

1. Develop assessment inventory
2. Conduct outcomes assessment needs
3. Develop assessment plans
4. Develop instruments for assessment.
5. Identify performance indicators
6. Analyze and interpret data

Use Data to Improve Programs and Services

1. Implement program, service, and curriculum changes
2. Revise assessment plans
3. Reevaluate mission, goals, objectives, PLOs, or SLOs in light of findings

Assessment Planning

1. Determine your Program Learning Outcomes (PLOs)
2. Design an assessment plan/schedule
3. Create assessments to measure achievement of your PLOs
4. Create specific grading or scoring criteria for your assessments
5. Determine when and where the assessments are to be administered

The Articulation of Outcomes

Writing measurable outcomes involves describing the first three components of the assessment cycle, including (1) outcome; (2) method of assessment; (3) criteria for success.

Two Types of Outcomes

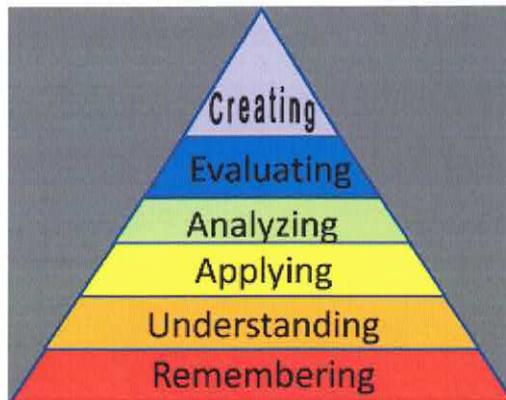
1. Student Learning Outcomes (SLOs)
 - Student learning outcomes describe what students are expected to demonstrate
2. Program Learning Outcomes (PLOs)
 - Program outcomes describe what a program is expected to accomplish

Learning Outcomes

Learning outcomes describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of a course. Clear articulation of learning outcomes is the key to evaluating the effectiveness of the teaching and learning process.

Bloom's Taxonomy

When writing learning outcomes, focus on student behavior and use simple and specific action verbs to describe what students are expected to demonstrate.



Common Bloom's Taxonomy Vocabulary

- (1) Apply; (2) analyze; (3) define; (4) describe; (5) show; (6) demonstrate; (7) recognize; (8) identify
 (9) discuss; (1) interpret; (11) examine; (12) create; (13) manage; (14) summarize; (15) explain;
 (16) design; (17) formulate; (18) distinguish.

Methods of Assessment

Methods of assessment are tools and techniques used to determine the extent to which the stated learning outcome is achieved. Methods of assessment can be qualitative and quantitative or direct and indirect.

Direct Methods of Assessment

- Comprehensive exams
- Performance
- Writing proficiency exams
- Major field tests (MFTs)
- Certification and licensure exams
- Grading with scoring rubrics
- Pre- and post-tests
- Senior thesis/major project
- Portfolio evaluation
- Reflective journals
- Capstone courses
- Internships

Indirect Methods of Assessment

- Peer institutions comparison
- Course Evaluations
- Grades
- Job placement
- Employer or alumni surveys
- Student perception surveys
- Graduate school acceptance rates
- Performance in graduate school
- Student graduation/retention rates
- Exit interviews
- Focus group discussions
- Tracking of alumni awards and achievements
- Curriculum/syllabus analysis

Performance Criteria

State the desired performance criteria by expressing in specific, measurable/observable terms that are acceptable to a specific course. Note that grades alone DO NOT provide adequate feedback to students' performance because grades represent overall competency of students and do not identify strengths and weaknesses on specific learning outcomes. However, if the grading system is tied to a rubric, it can be a useful tool to identify area of improvement.

Program Learning Outcomes

Program learning outcomes describe what you want a program to do or accomplish rather than what you want students to know, do or value. Program learning outcomes do not provide information for improvement like student learning outcomes do. However, program learning outcomes can be used to assess the effectiveness of what you want your program to accomplish.

- Direct Assessment Methods for Program Learning Outcomes
- Tracking use of services
- Tracking program participation by desired demographics
- Satisfaction surveys
- Focus group discussions
- GPA
- Timelines and budgets
- Certificates of completion and compliance



Indirect Assessment Methods for Program Learning Outcomes

- Peer institutions benchmarking
- Observation
- Former student surveys
- Student leadership transcripts

In Summary...

Be very clear about what you are trying to assess.

Questions to Consider

1. Do you want to assess what your program is accomplishing and the degree to which it is being accomplished (program learning outcomes)?
2. Do you want to assess what students are learning as a result of the curriculum/training your program offers (student learning outcomes)?
3. Are your outcomes measuring something useful and meaningful?
4. Will faculty and staff find the information generated credible and applicable to decisions that need to be made?
5. Is the outcome measurable?

Useful Tips

Be patient and seek assistance from others. Ask colleagues to evaluate your outcomes. If you need to redefine your outcomes or improve them, know that writing good outcomes takes both practice and time. Practice, practice, practice! Writing good outcomes will suggest good measurements. Good measurements will provide the information to continuously improve your program.

Reports Needing Completion

Listed below are the assessment reports that we currently complete. An additional one has been added—Use of Results Action Plan Implementation Form. Department Chairs and Deans will be responsible for completing and auditing that form. A forms library of assessment templates is included in this Assessment Handbook, but electronic versions of the templates will be emailed out to everyone.

- Degree Assessment Plan (Yearly Program Planning & Review)
- PLO/SLO Assessment Matrix (Midterm and End of Semester)
- QEP Assessment Matrix (Midterm and End of Semester)
- Close the Look Report (End of Year)
- Annual Report (End of Year)

PROGRAM LEARNING OUTCOMES

Program learning outcomes (PLOs) describe the essential knowledge, skills and dispositions required by the graduates of a program. **Student learning outcomes (SLOs)** identify the essential knowledge, skills and dispositions to be acquired by students at the end of the course, in alignment with the relevant program learning outcomes. Learning outcomes are stated in terms of observable and measurable student behavior. Both PLOs and SLOs should be defined in both measurable and observation terms. They should be reviewed for consistency, balance, and alignment.

Keep it Simple!

PLOs are easier to write than SLOs because they are typically less specific. PLOs should be written as simple declarative statements. Overly complex or convoluted statements become very difficult to assess.

Focus on Student Learning

By starting PLOs with phrases such as “Graduates will...” you help ensure that the focus is on student learning and abilities. PLOs should focus on the expected capabilities of the students upon successful completion of the program, hence the “will” in the starter phase.

Keep in mind that PLOs are fairly general. The specificity comes during the assessment process where components of each outcome can be assessed separately. These components can be assessed by using a scoring rubric. When developing scoring rubrics, take into consideration the skill level that you expect your students to achieve in your program.

METHODS OF ASSESSMENT

Formative Assessments – Formative assessment techniques monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying. These are low-stakes assessments (i.e., they have low point values) that happen early and often in the semester.

- **Written Reflections:** Have students reflect immediately following a learning opportunity.
- **Polls and Surveys:** Data on student opinions, attitudes, behaviors, and dispositions can be used to illustrate student engagement with materials.
- **Checks for Student Comprehension and Understanding:** Supply pauses and breaks during lectures to check to see if students are comprehending and understanding the material.
- **Reflective Questions:** What was the most important thing you learned today? What was the most confusing topic today? What important question remain unanswered?
- **Quizzes:** Gauge students' prior knowledge, assess progress midway through a unit, and assess what your students already know.
- **In-Class Activities:** Divvy up individual and group tasks, so that the class has a balance between individual and group accountability. Requires students to think critically and analytically on their feet.

Summative Assessments – Summative assessment techniques evaluate student learning. These are high-stakes assessments (i.e., they have high point values) that occur at the end of an instructional unit or course and measure the extent to which students have achieved the desired learning outcomes.

- **Exams:** Allow students to fully demonstrate what they know.
- **Papers, Projects and Presentations:** Gives students the chance to put the knowledge they've acquired to use by creating something new. Gives students who don't test well a change to shine.
- **Portfolios:** A powerful way for students to see the progress they've made inclusive of reflections on their own learning. Brings a sense of completion to the learning process (Senior Capstone).

Step-by-Step Continuous Assessment Cycle for Faculty

| | |
|----------------|---|
| Step 1 | Define program learning outcomes (PLOs) |
| Step 2 | Outline methods of assessing program learning outcomes (PLOs) |
| Step 3 | Review assessment plan to ensure everyone is aware of their responsibilities |
| Step 4 | Collect data at the midterm |
| Step 5 | Review and analyze midterm data result |
| Step 6 | Based on the results, implement a plan to ensure program/service |
| Step 7 | Submit midterm data reports to Chair/Dean/Director/VP |
| Step 8 | Develop improvement strategies |
| Step 9 | Implement improvement strategies |
| Step 10 | Collect final data at the end of the semester |
| Step 11 | Review and analyze final data |
| Step 12 | Report final data to Chair/Dean/Director/VP |
| Step 13 | Use final data results to review and revise previous assessment plan if necessary |
| Step 14 | Redesign program/services to improve student learning and/or experiences |
| Step 15 | Begin Cycle Again by Starting with Step 1 |

Assessment Process for Staff

1. Create Program Learning Outcomes (PLOs) for your office, as per the services your office provides to students, faculty and/or staff.
2. Set benchmark criteria, and determine assessment methods or measures.
3. Collect data on your PLOs at the midterm and at the end of the semester.
4. Reflect on data collection. Be sure to make meaning of the data that considers students, faculty and/or Staff as central stakeholders.
5. When analyzing and interpreting your data, make an attempt to understand data within the context in which the information was collected. Compare to benchmark criteria set, as well as national standards, if necessary.
6. Reflect upon what your data means in the context of the PLO. Was the PLO achieved? Thank critically about what knowledge the data brings to your office. Discuss the data with the staff members in your office unit.
7. Report data findings to your Director or Vice-President. Be sure to present the data in a clear, concise, and accessible manner. Use the approved assessment templates provided.
8. Use your results to determine necessary changes or interventions. Let your results guide the planning process for taking action to create change the next time your office provides services and programs.
9. Determine if the actions implemented were effective, as this will inform subsequent planning and decision-making for services and programs your office offers next semester.
10. Make sure that all forms and reports have been submitted to the Assessment Director in a timely manner.

BLOOMS TAXONOMY

| ¹ Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|------------------------|---------------|---------------|---------------|-----------|------------|
| | | | | | |
| define | classify | apply | analyze | arrange | appraise |
| identify | describe | compute | appraise | assemble | assess |
| indicate | discuss | construct | calculate | college | choose |
| know | explain | demonstrate | categorize | compose | compare |
| label | express | dramatize | compare | construct | contrast |
| list | identify | employ | contrast | create | decide |
| memorize | locate | give examples | criticize | design | estimate |
| name | paraphrase | illustrate | debate | formulate | evaluate |
| recall | recognize | interpret | determine | manage | grade |
| record | report | investigate | diagram | Organize | judge |
| relate | restate | operate | differentiate | perform | measure |
| repeat | review | organize | distinguish | plan | rate |
| select | suggest | practice | examine | prepare | revise |
| underline | summarize | predict | experiment | produce | score |
| | tell | schedule | inspect | propose | select |
| | translate | shop | inventory | set-up | value |
| | | sketch | question | | |
| | | translate | relate | | |
| | | use | solve | | |

¹ Some examples of action words frequently used in learning outcomes are included in the table below on Bloom's levels of cognitive behaviors.

ASSESSMENT DATA COLLECTION SCHEDULE
Livingstone College
Fall 2021 Semester²

| | |
|-------------------|---|
| October 15, 2021 | Faculty submit midterm Spring 2022 assessment data reports to their Department Chair. |
| October 29, 2021 | Department Chair reviews, analyzes, and approves midterm assessment data reports prior to submitting reports to the Division Dean. |
| November 12, 2021 | Division Dean reviews, analyzes, and approves midterm data reports submitted by the Department Chair prior to submitting reports to the VPAA / SACS Liaison on a thumb drive. |
| December 10, 2021 | Faculty submit final assessment data reports to their Department Chair prior to departure for Christmas Break. |
| December 17, 2021 | Department Chair reviews, analyzes, and approves final assessment data reports prior to submitting to the Division Dean. |
| January 7, 2022 | Division Dean reviews, analyzes, and approves final data reports before submitting to VPAA / SACS Liaison on a thumb drive. |
| January 21, 2022 | VPAA / SACS Liaison reviews and files all assessment reports in the SACSCOC office. Files are prepared for Assessment Council review, analysis, and approval. |

² Livingstone College had a “staggered” academic calendar for the 2021-2022 academic year due to the implementation of COVID-19 protocols on campus. Thus, there was a delayed start to the Fall 2021 semester because of COVID-19 impacts. The first day of classes for the Fall 2021 semester was September 9, 2021.

ASSESSMENT DATA COLLECTION SCHEDULE
Livingstone College
Spring 2022 Semester³

| | |
|----------------|---|
| March 31, 2022 | Faculty submit midterm Spring 2022 assessment data reports to their Department Chair. |
| April 15, 2022 | Department Chair reviews, analyzes, and approves midterm assessment data reports prior to submitting reports to the Division Dean. |
| April 30, 2022 | Division Dean reviews, analyzes, and approves midterm data reports submitted by the Department Chair prior to submitting reports to the VPAA / SACS Liaison on a thumb drive. |
| May 13, 2022 | Faculty submit final assessment data reports to their Department Chair prior to departure for Summer Break. |
| May 31, 2022 | Department Chair reviews, analyzes, and approves final assessment data reports prior to submitting to the Division Dean. |
| June 15, 2022 | Division Dean reviews, analyzes, and approves final data reports before submitting to VPAA / SACS Liaison on a thumb drive. |
| June 30, 2022 | VPAA / SACS Liaison reviews and files all assessment reports in the SACSCOC office. Files are prepared for Assessment Council review, analysis, and approval. |

³ Livingstone College had a “staggered” academic calendar for the 2021-2022 academic year due to the implementation of COVID-19 protocols on campus. Thus, there was a delayed start to the Spring 2022 semester because of COVID-19 impacts. The first day of classes for the Spring 2022 semester was February 7, 2022.

The Quality Enhancement Plan (QEP)

“Improving Writing Skills

A topic identified through ongoing, comprehensive planning and evaluation process.

Broad-based support of institutional constituencies.

Focus on improving specific SLOs and/or student success

Committed resources (personnel, financial, physical, and academic) to implement and complete the QEP.

Plan to achieve assessment. What are the specific goals of the QEP? How does the QEP support the mission of Livingstone?

Research-based process for selected QEP topic and best practices.

Identified assessment instruments used to measure the achievement of QEP goals.

How will the progress of the QEP be monitored? Timeline, administration and oversight of QEP implementation.

Adequate resources and sufficient expertise and experienced person to guide the implementation and completion of the QEP.

How have affected constituencies and key stakeholders been involved in the QEP development process?

LIVINGSTONE COLLEGE ASSESSMENT COUNCIL

2021-2023 Year

| Name | Department | Extension |
|--------------------------------|------------------------|------------------|
| Dr. Tiffany Adams | English | 6256 |
| Dr. Obafemi Balogun | CIS & Math | 6126 |
| Dr. Latarcia Barnes | CRJ & Sociology | 6954 |
| Dr. Berkita Bradford | Hospitality Management | |
| Ms. Pilar Cabrera | Spanish | 6056 |
| Dr. Homer Crockett | Liberal Arts | 6804 |
| Dr. Charles Crowley | Sport Management | 6981 |
| Dr. Curtis Dean | Evening & Weekend | 6834 |
| Mrs. Carmen Noel Eichmann-Dorr | QEP / Writing Center | (336) 609-2068 |
| Dr. Michael Ellis | Religious Studies | 6261 |
| Dr. Walter Ellis | Social Work | 6281 |
| Mrs. Laverne Macon-Jamison | IER / Assessment | 6247 |
| Chef Elizabeth Marquez | Culinary Arts | (980) 643-4308 |
| Dr. Dawn McNair | Math & Science | 6802 |
| Dr. DaVaughn Miller | Music | 6322 |
| Dr. Jacqueline Miller | Human Resources | 6080 |
| Dr. Charles Pinckney | Psychology | 6917 |
| Dr. Kelli Randall | Academic Affairs | 6194 |
| Dr. Tarsha Reid | Education | 6899 |
| Dr. Mohammed Shariff | Business | 6944 |
| Dr. R.D. Sharma | School of Business | 6020 |
| Ms. Terri Stevenson | Student Affairs | 6971 |
| Ms. Holly Zacharia | Success Center | 6062 |
| Dr. Emmanuel Williams | Biology | 6249 |

Livingstone College

Reaffirmation: Decennial Review is 2031

What you need to know

All institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are required to undergo a review for reaffirmation of accreditation every ten years. Additionally, all institutions accredited by SACSCOC are required to undergo a Fifth-Year Interim Report as well.

- Livingstone College was reaffirmed in 2021. The College’s next reaffirmation will take place in 2031.
- Reaffirmation is data driven. The cycle is continuous. It never ends. Therefore, it is critical that all units on campus are assessing, collecting, and using data for program improvement. We must operate with integrity. Therefore, it is expected that everyone will take responsibility for accurately completing their assessment reports in a timely manner.
- Livingstone’s Compliance Certification Report (CCR) must be submitted _____
- Our new QEP topic is “Improving Writing Skills.” All key stakeholders of the campus must play a role in implementing the QEP. This is a campus-wide initiative.
- Make sure that your office or Division has a copy of the SACSCOC Principles of Accreditation and The Resource Manual. It will be expected that all units have a familiarity with the standards as well as policies and procedures outlined in the new handbooks.

NEXT REAFFIRMATION IN 2031

(Usually last reaffirmed in 2021)

| Description of Activity | Track A |
|---|------------------|
| Institutions receive Notification Letter from SACSCOC President | October 15, 2025 |
| Due date for Fifth-Year Interim Report | September 2026 |
| Review by the Committee on Fifth-Year Interim Reports | December 2026 |

COMPLIANCE CERTIFICATION TEAM

IMPORTANT CONTACTS

Kelli V. Randall, Ph.D.
Vice President for Academic Affairs
SACSCOC Accreditation Liaison
Price Administration Building, Room 207

Mrs. Laverne Macon-Jamison, M.B.A.
Director Assessment, Institutional Effectiveness and Research
Walls Center, Room 302
(704) 216-6247
Imacon@livingstone.edu

Dr. Mohammad Shariff, Ph.D.
Chair and Associate Professor of Business
Ballard, Room 206
(704) 216-6944
mshariff@livingstone.edu

APPENDIX

ASSESSMENT FORMS LIBRARY

Internal Programs and Services Review Form for Staff

Learning Outcomes Assessment Matrix

Office/Unit Assessment Form

Annual Assessment Report

Program Learning Outcome (PLO) Assessment Matrix for Staff

Close the Loop on Assessment Process for Academic Year

3. Provide a brief description of the assessment measures used to ascertain whether or not the aforementioned program/service goals are being achieved.

4. Provide a description of the office/division/unit's resources.

5. Summarize how the programs offered assesses learning outcomes.

6. How have the programs and services offered made an impact on faculty, staff, and/or students during the 2018-2019 year?

7. Describe the teaching, advising, mentoring, service-learning, and extra-curricular activities associated with the programs and services offered by your office/unit.

8. What are the perceived strengths of the programs and services offered by your area or unit?

9. What are areas of programming and services need improvement?

10. What recommendations are there for improvement of programs and services offered by your area or unit?

11. Describe the strategies and overall plan of action that will be implemented to improve in the areas identified as needing improvement.

12. What measures will be used to determine the evidence of impact of implemented strategies and changes for programmatic improvement?

Livingstone College

LEARNING OUTCOMES ASSESSMENT MATRIX

| Academic Year: | | Semester: | | Midterm <input type="checkbox"/> | Final <input type="checkbox"/> |
|---------------------------------|---------------------------------------|--|---------------------|----------------------------------|--------------------------------|
| Department/Unit: | | | | | |
| Schedule and Responsible Party: | | | | | |
| Content Area: | | | | | |
| Program Learning Outcome (PLO) | Course Student Learning Outcome (SLO) | Success Criteria | Means of Assessment | Results | Use of Results |
| | | 75% of students will achieve the learning outcome at a proficiency of 70% or higher. | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |



Office/Unit Assessment Form

[To be completed by VP/Director/Manager]

Staff Member Name: _____

Name of Office/Unit: _____

Date Completed: _____

1. What were the major achievements of your office/unit within the past year (2019-2020)?

2. Who are the primary customers of your office/unit? How well did you serve them this past year (2021-2022)?

3. What are the areas of performance where your office could improve? Please describe in detail as it pertains to behaviors and/or results.

4. Are there additional skills, knowledge, or resources that would help your office more effectively perform its present job or enhance its services offered?

5. What Program Learning Outcomes (PLOs) do you expect for your office/unit to accomplish during the 2022-2023 year? PLOs are goals or objectives that you expect your office/unit to achieve.

Signature: _____

Date: _____

**Annual Assessment Report
2021 - 2022**

_____ Reporting Year

**Administrative Unit:
Unit Manager:**

| | | | |
|---|--|---------------------------|-------------------------------|
| Mission: | | | |
| Unit Purpose (General Purpose of this Administrative Program): | | | |
| Unit Objective | Selected Measures of Assessment | Assessment Results | Use of Results/Changes |
| | | | |

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Livingstone College

PROGRAM LEARNING OUTCOME (PLO) ASSESSMENT MATRIX for **STAFF**

Office/Division: _____

Responsible Party: _____

Semester and Year: _____

Midterm or Final Report: _____

| Program Learning Outcome (PLO) | Success Criteria | Means of Assessment | Results | Use of Assessment Results |
|--------------------------------|------------------|---------------------|---------|---------------------------|
| | | | | |
| | | | | |

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Livingstone College Assessment Council
Close the Loop on Assessment Process for Academic Year

Department/Unit:

Department Mission/Vision Statement:

Goals and Objectives:

Department Goal/Objective #1:

This goal is connected to the institutional goal and strategy:

Strategies (Tasks and Timelines):

Date assessment instructions were administered:

Assessment instructions:

How were assessment instructions administered?

Who were the assessment participants/respondents?

What were the desired results?

What were the actual results?

If the goal/objective was not met--why not?

Department Goal/Objective #2:

This goal is connected to the institutional goal and strategy:

Strategies (Tasks and Timelines):

Date assessment instructions were administered:

Assessment instructions:

How were assessment instructions administered?

Who were the assessment participants/respondents?

What were the desired results?

What were the actual results?

If the goal/objective was not met--why not?

How was it predicted that the results would be used to initiate changes in the department/unit?

How were results actually utilized for changes/improvements?

Please provide significant noteworthy accomplishments.



Livingstone College

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