

Assessment Mapping Worksheet for the QEP: 4-year plan

| Measure | Direct/ Indirect | Incoming/ First Year | Sophomore/ Junior | Senior/ Graduation | Outcomes | Implementation and Analysis |
|---|--------------------------|--------------------------------------|-------------------------------------|--------------------------------|--|---|
| Sampling of Student Work/QEP Institutional Portfolio | Direct | Sampling from FYS | Sampling from CT designated courses | Sampling from capstone courses | Outcomes 1-3 | Group of faculty scorers use rubrics on samples at least once a year; RPA provides support for scoring sessions; Faculty development on use of rubrics |
| Longitudinal Interviews and Focus Groups (could include video and/or blogs) | Both Direct and Indirect | Each class year | Each class year | Each class year | Definitely Outcomes 4-6; Potentially 1-6 | Focus is in-depth qualitative data of a sample of students; RPA provides support for administration and analysis |
| Reflection and/or Problem Solving Protocol | Direct | Integrated throughout | Integrated throughout | Integrated throughout | Outcomes 3 & 5 | Integrated into classes as well as co-curricular activities; Serves as both a strategy and an assessment; Faculty development on critical reflection/use of protocols |
| Departmental/Program Assessment | Both Direct and Indirect | Integrated throughout | Integrated throughout | Integrated throughout | Potentially 1-6 | Align outcomes of individual units (both academic and college program) with QEP outcomes and roll up results from annual assessment; By providing faculty development on rubrics, some departments may start to use the same measures |
| MAPP or CLA or Other Standardized Direct Measure | Direct | First year | | Senior | Potentially 1-3 | CLA would get at 1-3; MAPP would only get at 1. Needs to be decided with Gen Ed and RPA |
| BCSSE/NSSE | Indirect | Both BCSSE and NSSE every third year | | NSSE every third year | Outcomes 1-6? (have to check) | Group comparisons between students in FYS and not; Longitudinal analyses from first year to senior; RPA provides support for analysis |
| Scales for Cognitive Complexity, Metacognition and Openness | Both Direct and Indirect | Incoming/First Year | | Graduating/Senior | Outcomes 4-6 | How to implement? Scales are free and would not need to be administered every year; Could be integrated into the FYS but what about seniors? |
| QEP Survey | Indirect | Incoming/First Year? | | Graduating/Senior | Outcomes 1-6 | How to implement? Could be integrated into the FYS but what about seniors? May only need to be given to seniors; Could also be part of alumnae survey. |