### Systematic Assessment Plan Development

- **Engage Communities of Interest** in the development of the assessment plan and its components.
- **Review** your institutional and program **Mission Statements**.
- **Develop Program Goal Statements.**
  - Align goals with the mission statement of the program.
  - Create goals that are student centered and reflect student learning.
  - Focus the goals on the end results of learning.
- **Develop Specific Student Learning Outcomes (SLO).**
  - **Specific**
  - **Measurable**
  - **Attainable**
  - **Time-bound**
- **Develop or identify Measurement Tools.**
  - Rubric
  - Test question
  - Clinical or skill evaluation/practical
  - Others
  - Ensure at least one direct measure.
- **Set a Benchmark** for each Measurement Tool.
  - Use historic data trends to establish benchmark.
  - Set benchmark to be attainable with good performance.
  - Set benchmark above minimum passing score.
- **Establish a Timeframe.**
  - Identify who will collect the data from which course at what point in the curriculum.
  - Determine the timing for data collection.

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<th>Goal #1 Clinical Competency</th>
<th>Goal #2 Critical Thinking</th>
<th>Goal #3 Communicate Effectively</th>
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With sincere gratitude to Tracy Herrmann, Ph.D., R.T.(R), FAEIRS, for using her expertise to develop this checklist for the JRCERT.
Implement Plan and Collect Data

- Collect Actual Data results for each Measurement Tool.
  - Average percentage score
  - Average score based on rubric or Likert scale (include scale)
- Include number of students evaluated (Sample size).
- Include past 3-5 Years of data results for comparison purposes (Trend data).
- Consider formative and summative data.

Analyze Data and Share with Communities of Interest

- Analyze data for each SLO.
- Identify inconsistencies in the data.
- Determine if the benchmark was met.
- Review data trends and compare to past assessments.
- Discuss positive and concerning results.
- Develop an action plan.
- Indicate updates from previous action plans with signs of improvement and document data from action plans until benchmark(s) met.
- Review the student learning outcome to determine if it is still appropriate.
- Reflect on the effectiveness of the measurement tool in relation to the student learning outcome.
- Review the timeframes and benchmarks for appropriateness.
- Share data, benchmarks met or not met, analysis, and actions with Communities of Interest.
  - Clinical Competence
  - Communication Skills
  - Critical Thinking
- Document the analysis of the data and how it was shared with communities of interest in meeting minutes and other pertinent assessment records.

Implement Changes for Improvement

- Implement ideas or action plans that come from the analysis of data.
- Determine which faculty/staff will implement the new ideas and plans in which courses.
- Determine which benchmarks will be updated and the timing.
- Notify those impacted.
  - Students
  - Faculty
  - Clinical preceptors and staff
  - Managers
- Re-evaluate the changes as needed.
- Document the action plan, implementation, and results in meeting minutes and other pertinent assessment records.
- Complete and document a holistic review of your assessment plan in consultation with Communities of Interest at least every three years.
  - Mission
  - Goals
  - Assessment Plan

Resources:
- MR Assessment Plan Example
- Developing an Outcomes Assessment Plan Module
- Sample meeting minutes

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