

# Program Assessment Plan

## BA Wizardry

### Program Learning Outcomes

Students that graduate with a BA in Wizardry will:

- PLO#1: understand and contextualize diverse perspectives on the roles and usage of magic
- PLO#2: analyze and cast primary and secondary spells
- PLO#3: design and implement new spells and potions
- PLO#4: use spells, potions, and magical artifacts safely and effectively
- PLO#5: apply ethical behavior and awareness of bias in all forms of magic

### Curriculum Map

Course	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5
WIZ 101	emerging ▾	emerging ▾	-- ▾	-- ▾	emerging ▾
WIZ 101L	-- ▾	emerging ▾	-- ▾	emerging ▾	emerging ▾
WIZ 102	emerging ▾	emerging ▾	-- ▾	-- ▾	emerging ▾
WIZ 102L	-- ▾	emerging ▾	-- ▾	develo... ▾	emerging ▾
WIZ 204	develo... ▾	-- ▾	-- ▾	-- ▾	develo... ▾
WIZ 204L	-- ▾	develo... ▾	-- ▾	develo... ▾	develo... ▾
WIZ 205	develo... ▾	-- ▾	-- ▾	-- ▾	develo... ▾
WIZ 205L	-- ▾	develo... ▾	emerging ▾	develo... ▾	develo... ▾
WIZ 335	develo... ▾	-- ▾	-- ▾	-- ▾	develo... ▾
WIZ 335L	-- ▾	develo... ▾	develo... ▾	develo... ▾	develo... ▾
WIZ 336	develo... ▾	-- ▾	-- ▾	-- ▾	develo... ▾
WIZ 336L	-- ▾	develo... ▾	develo... ▾	develo... ▾	develo... ▾

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WIZ 400	proficient ▾	-- ▾	-- ▾	-- ▾	proficient ▾
WIZ 400L	-- ▾	proficient ▾	develo... ▾	proficient ▾	proficient ▾
WIZ 496L	-- ▾	-- ▾	proficient ▾	-- ▾	proficient ▾

## Assessment Plan

Year: 3030 - 3031

PLO(s) Assessed

- PLO #1: understand and contextualize diverse perspectives on the roles and usage of magic

### Assessment Methodology

*Include the course(s) where PLO assessment will take place, a description of assessment tool(s) (signature assignments, essays, labs, etc), and how the results will be analyzed (rubrics, scores, etc) and reported. Choose a course or courses that allow you to identify the proficiency of students in meeting the program-level outcomes. Add rows as necessary.*

Course	PLO#	Assessment Tool(s)	Analysis/Reporting Methods
WIZ 102	#1	Final Exam Scores, Course Pass Rates	Compare scores to national scores reported by AOW (Association of Wizards), look for consistency and equity across section grades from instructors
WIZ 335	#1	Final Essay, Course Pass Rates	Apply Dept Shared Essay Rubric to random sampling of 40 essays across sections, Section grades from instructor
WIZ 400	#1	Junior Thesis Presentation	monitor # students that advance to wizard candidacy, department review of marks awarded by thesis committees

*Update: March 3, 2025*

## Description of Successful Student Achievement of PLO(s)

*For each PLO assessed this year, describe what student success looks like in the assessment if PLO(s) achieved.*

- Average students scores on national exam will be within 5% of the national average.
- Final Essay Rubric scores will be at the developing level.
- 80% of students will advance to wizard candidacy on the first attempt and 100% by the second attempt. Less than 10% of thesis committee remarks will indicate needs for remediation.
- Average grades across sections will be consistent and equity gaps will be absent.

## Dissemination of Assessment/Potential Programmatic Impacts

*Describe how the assessment results will be shared and how they may be used to improve curriculum (PLOs, program or course content/structure, etc).*

- The department will review any areas of weakness on the national exam and compare those areas to the content and assignments in the course. Course revisions will be made as necessary. Areas of strength will be highlighted on our department webpage.
- If any rubric areas found not to be at the developing level, we will look at the course sequence so far and consider any necessary course revisions or the introduction of support coursework if necessary.
- If students are not meeting the threshold for advancement to wizard candidacy, we will review course content

## Assessment Lead

*Who in the department will be responsible for leading this work and ensuring it is completed?*

Jenn Lillig will lead PLO#1 Assessment.

- The instructor for WIZ 102 will be responsible for collecting student exam scores from all sections and submitting them to Jenn. Jenn will work with the Chair to schedule department meeting time to discuss and reflect on student performance.
- Jenn will work with the instructor to randomly select 40 essays for department review in the Spring. Jenn will distribute essays and score sheets to department members with at least two faculty per essay and at least 2 months for essay review. Jenn will then work with the Chair to schedule department meeting time to analyze the rubric results and comments.
- Jenn will make sure thesis committee chairs are recording student passes in the shared Google Sheet. Jenn will calculate pass rates and code comments using the established

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department process. Jenn will then work with the Chair to schedule department meeting time to analyze the pass rates and review the committee comments.

Year: 3031 - 3032

PLO(s) Assessed

- PLO#2: analyze and cast primary and secondary spells

*Continue to copy and complete an assessment plan for each year prior to your Program Review that includes the PLO(s) Assessed, Assessment Methodology, Description of Successful Student Achievement of PLO(s), Dissemination of Assessment/Potential Programmatic Impact, and Assessment Lead. If PLO assessment is completed with spare years before program review, consider using those years for post-graduation program assessment and/or further meta-analysis of the previous years' work. Reach out to [academicprograms@sonoma.edu](mailto:academicprograms@sonoma.edu) for additional assistance in putting together your plan.*