

## ACADEMIC PROGRAM ASSESSMENT PLAN ELEMENTS

The following are seven elements that are to be included and updated in an academic program's assessment plan. These are the elements that will be evaluated by the Faculty Senate Assessment Committee when reviewing an academic program's plan. For organization of the plan, or element specific questions, please contact Tricia Davis, Assessment Coordinator, in NH 104 at x0650 or e-mail [tricia.m.davis@uwrf.edu](mailto:tricia.m.davis@uwrf.edu). She would be glad to assist in your assessment efforts.

### I. Student Learning Objectives/Outcomes

- Outcomes are focused on student learning such as “When students complete the *program/major*, they will be able to....”
- Make sure to differentiate and identify measurable objectives/outcomes for each of the different options in a major, if applicable.

### II. Identification of where Objectives/Outcomes are Being Achieved

- Indicate in which course/activity the objective/outcome is being achieved.
- If there are different options in the program/major, make sure to clearly indicate which courses are in each option.

### III. Assessment Tools used to Measure Objectives/Outcomes

- Multiple direct and indirect measures are used to assess the learning outcomes (a single direct *and* a single indirect assessment measure, if appropriate, can be used for all outcomes).
- Make sure to identify which assessment tool links with each of the learning objectives/outcomes.

### IV. Timetable Indicating the Cycle of Assessment and Continuous Improvement

- Specify the cycle for which each objective/outcome will be measured, analyzed, and discussed.
- Identify the time frame for continuous improvement of assessment efforts.

### V. Data Presentation and Discussion Process

- Describe the process for the interpretation, presentation, and discussion of the data (i.e.: Who will be involved? How will the data be handled? Etc.)

### VI. Implementation of Revisions Based on Assessment Results

- Specify the plan for how improvements in the department/program will take place due to the results received in the assessment discussion.

### VII. Results Availability

Indicate how the results will be made available for students and others.

## EVALUATING ACADEMIC PROGRAM ASSESSMENT PLANS

Assessment Plan Elements	Well Developed	Developing	Undeveloped
<b>I. Student Learning Objectives/Outcomes</b>	<ul style="list-style-type: none"> <li>• There are clearly stated objectives</li> <li>• Objectives are measurable and focused on student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Stated but with lack of clarity.</li> <li>• Word like ‘should’ is not measurable; Replace with action verb, like “will”.</li> </ul>	<ul style="list-style-type: none"> <li>• The objectives don’t relate to student learning.</li> <li>• Are stated in an unacceptable format.</li> </ul>
<b>II. Identification of where Objectives/Outcomes are being Achieved</b>	<ul style="list-style-type: none"> <li>• Course(s) and/or activities are clearly identified for <u>every</u> objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Courses/activities identified for some of the objectives (need to rethink those objectives where not identified).</li> </ul>	<ul style="list-style-type: none"> <li>• Specific courses/activities <u>not identified</u> for each objective.</li> </ul>
<b>III. Assessment Tools used to Measure Objectives/Outcomes</b>	<ul style="list-style-type: none"> <li>• Assessment measures (direct and indirect) are identified for each outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures (direct and/or indirect) are identified for some outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures are not identified or inadequately described.</li> </ul>
<b>IV. Timetable Indicating the Cycle of Assessment and Continuous Improvement</b>	<ul style="list-style-type: none"> <li>• There is a clear plan for assessment implementation and indication for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parameters have been established but a clear timeline is not evident.</li> </ul>	<ul style="list-style-type: none"> <li>• There is not a stated implementation plan.</li> </ul>
<b>V. Data Presentation and Discussion Process</b>	<ul style="list-style-type: none"> <li>• The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.</li> </ul>	<ul style="list-style-type: none"> <li>• The process is addressed but is unclear or incomplete in some aspects (ie: interpretation, presentation, discussion).</li> </ul>	<ul style="list-style-type: none"> <li>• There is no stated plan.</li> </ul>
<b>VI. Implementation of Revisions Based on Assessment Results</b>	<ul style="list-style-type: none"> <li>• The process for implementing revisions based on assessment results is clearly described.</li> <li>• There are clearly indicated plans for how improvements will take place due to results.</li> </ul>	<ul style="list-style-type: none"> <li>• The process is addressed but is unclear or incomplete in some aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no stated plan as to how the assessment results will be used for program changes.</li> </ul>
<b>VII. Results Availability</b>	<ul style="list-style-type: none"> <li>• The process for making results available for students and others is clearly described.</li> </ul>	<ul style="list-style-type: none"> <li>• The process is addressed but is unclear or incomplete in some aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no stated plan as to how the results will be made available to students and others.</li> </ul>

## ACADEMIC PROGRAM ASSESSMENT REPORT\* ELEMENTS

In order to examine the efforts of an academic program's assessment of student learning, an assessment report will need to be generated as part of the annual report process. The following are five elements that are to be included in the assessment report. For organization of the report, or element specific questions, please contact Tricia Davis, Assessment Coordinator, in NH 104 at x0650 or e-mail [tricia.m.davis@uwrf.edu](mailto:tricia.m.davis@uwrf.edu). She would be glad to assist in your assessment efforts.

### I. Profile

- Academic program's mission statement.
- Academic program's factors that affect assessment and learning (for example, the program is growing or shrinking rapidly, job market changing for graduates, field changing rapidly, large percentage of faculty retiring in next three years).

### II. Assessment Review

- Indicate where the academic program is at in the assessment process since the last report.
- List the learning objectives/outcomes that the program focused upon over the time-period.

### III. Assessment Results and Action Plan

- Describe the results found for the assessment that was conducted.
- Identify the actions that were/are being made to improve student learning based on the assessment results.
- Indicate where these results have made available for the students and others.

### IV. Recommendation for Improving Assessment Processes

- Specify the changes that are being taken to improve the *assessment* of student learning in the academic program.
- Identify the academic program's next step in its assessment process.

### V. Data from Institutional Research

- Number of majors (in each emphases, if applicable)
- Number of faculty (full-time and part-time)

\*As recommended by the Deans and Provost, Academic Program Assessment Reports will be used as part of the university planning and budgeting process.