ACADEMIC PROGRAM ASSESSMENT PLAN ELEMENTS [UWRF Senate Handbook – adopted May 2013]

The following are four 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 review an academic program’s plan. It is the program’s responsibility to fully discuss each element. For organization of the plan, or element specific questions, please contact the Chair of the UWRF Assessment Committee.

I. Program Learning Outcomes

Learning outcomes are focused on ‘a graduate of the program/major will be able to .....’

Learning outcomes are measurable.

Learning outcomes are linked to UWRF Strategic Goals and Initiatives.

Learning outcomes meet the professional and intellectual needs of graduates are being met by specified learning outcomes.

Learning outcomes reflect the needs of external stakeholders.

Broad learning outcomes are supported by specific content/skill learning outcomes, if relevant.

Have differentiate and measurable learning outcomes for each of the different options in a major, if applicable.

II. Profile of where Learning Outcomes are being Achieved

Courses are identified for each program learning outcome.

Course maps clearly indicate different levels of learning and skills development as relevant to the program.

Out-of-classroom learning opportunities are identified and linked to program learning outcomes to show their impact on the outcomes. Plans also address how out-of-classroom learning opportunities serve the needs of external stakeholders.

III. Venues for Assessing Learning Outcomes

Indicate what venues, tools, artifacts, and methods will be used for direct assessment for each learning outcome. Indicate in which course[s] these will be used. Include rubrics used for assessment in the plan.

Indicate what out-of-class learning opportunities will be assessed using what tool, artifact, or method and how they will be evaluated. If relevant indicate how the out-of-class learning opportunity supports UWRF strategic initiatives. Include any documents/rubrics that will be used for assessment in the plan.
Indicate what indirect methods of assessment will be used, e.g. students, alumni, professional stakeholders. Include instrument[s] in the plan.

IV. Process for Assessment

If applicable, indicate external professional accreditation and their assessment standards.

Indicate the assessment cycle.

Describe the accountability structure for developing the assessment process [faculty, committee, assessment coordinator, students, external stakeholders, etc.].

Describe the process used for reviewing, aggregating, and analyzing assessment findings.

Describe the process used for maintaining data and documenting actions across the assessment cycle.

Describe the process used for the development, implementation, and reassessment of a) the changes need to maintain desired student learning and performance and b) improvement of student learning and performance.

Identify where internal and external stakeholders can obtain assessment results and action plans.

A copy of the Assessment Rubric is located on the Campus Assessment Webpage. The UWRF Assessment Committee will use the rubric to review all program assessment plans for developmental feedback and for use as part of the program prioritization and audit/review processes.