ACADEMIC PROGRAM ASSESSMENT REPORT ELEMENTS [UWRF Senate Adopted May 2013]

In order to examine the efforts of an academic program’s assessment of student learning and the campus expectations regarding assessment, programs need to collect, analyze, and maintain the results from the activities identified in their assessment plans. This is an ongoing process. An assessment report will need to be generated and submitted to the campus as part of the assessment cycle identified by UWRF for each program. The following are the four elements/areas that are to be included in the assessment report. It is the program’s responsibility to fully address each element/area.

- **Assessment Activities** [across the stated time period]
  
  - Identify the assessment timeframe covered in the report.
  
  - Discuss by learning outcome for the major and different options in the major the assessment activities that the program has engaged in during the time period covered by the report.
  
  - Describe the assessment activities the program has engaged in during the time period covered by the report.
  
  - Discuss any engagement with internal and external stakeholders regarding assessment processes, out-of-classroom learning experiences, or learning outcome currency/relevance.
  
  - Discuss the role of out-of-classroom learning experiences and how they were assessed relative to the learning outcomes/option outcomes that were measured.
  
  - Discuss any changes to program learning outcomes, evaluation methods, or changes in linkage to UWRF strategic goals and initiatives that have occurred since the approved assessment plan was implemented. Attach a new assessment plan to the report.
  
  - Discuss the status of the action plans presented in the prior assessment report.

- **Assessment Activity Results**
  
  - Clearly present the direct assessment performance/evaluation findings related to each program/option learning outcome. This is not the detailed reports that may be developed by faculty at the course level but rather summary findings from across sections/courses.
  
  - Clearly present the indirect findings from student, alumni, employer, and/or other external stakeholders. [Note: This could replicate the data that chairs collect from graduating seniors each semester. For assessment reports, this should be presented as trend data].
  
  - Discuss the significance of the findings relative to program and/or external stakeholder expectations. Program are to be specific in discussing were performance is or is not meeting program expectations and clearly identify actions that will be taken to close performance gaps.
  
  - Identify specific actions with change/implementation time frames, accountability assignments, and review time frames. In addition to direct course-embedded and indirect assessment,
actions should also address out-of-classroom learning, links to UWRF strategic goals and initiatives, and addressing external professional stakeholder needs as relevant.

- Clearly state how internal and external stakeholders can obtain assessment report findings and action initiatives.

### Action Plans

- Discuss how the actions identified in the prior report were implemented, modified, or removed.

- Based on the results in the current assessment cycle, discuss specific actions the program will take to enhance its process for assessment of student learning in the major/option. Actions can reflect curricular changes, revision of the courses and/or artifacts used for assessment, rubric changes, revision to the major/option learning outcomes, enrichment of learning venues/opportunities, revision to the assessment process, or other action identified by the program.

### Attachments

- Assessment Plan [with updates/changes if made during the report cycle] is required.
- Additional support material identified by the program.

A copy of the Assessment Report Rubric is located on the Campus Assessment Website. 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.