October 10, 2017

To: Dean Van Galen, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: Mialisa Moline, Chair  
Faculty Senate  
University of Wisconsin-River Falls

Re: UWRF Faculty Senate Motion 2017-18/34

The following motion was approved unanimously, with 18 in favor, 0 opposed, and 0 abstentions, by the Faculty Senate on October 4, 2017:

Motion from the Assessment Committee (Joy Benson, Chair) to approve the attached revisions to Article IV: Assessment, Section 4.1: Assessment Plan Elements for Evaluating Assessment Plans (see attached document)

☑ Approved

☐ Disapproved

Dean Van Galen, Chancellor  
10/13/17  
Date
Section 4.1: Assessment Plan Elements for Evaluating Assessment Plans

ACADEMIC PROGRAM ASSESSMENT PLAN ELEMENTS

The following are four sections that are to be included and updated in an academic program's assessment plan. Each section has multiple elements that will be evaluated by the Faculty Senate Assessment Committee when reviewing an academic program's plan. It is the program's responsibility to fully discuss each element. The Assessment Committee reviews plans using the assessment plan rubric located on https://www.uwrf.edu/FacultySenate/AcademicForms.cfm. For organization of the plan, or element specific questions, please contact the Chair of the UWRF Assessment Committee. [FS 12/13-143]

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.
- Learning outcomes reflect the needs of external stakeholders.
- Broad learning outcomes are supported by specific content/skill learning outcomes, if relevant.
- Have differentiated 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 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

- Indicate the assessment cycle and when learning outcomes will be assessed in the cycle.
- *Describe how the program incorporates comparability of & assessment of learning opportunity related to different: modes of delivery, locations, and duration of courses.*
- 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 students learning and performance and b) improvement of student learning and performance.
- Identify where internal and external stakeholders can obtain assessment results and action plans.
- If applicable, indicate external professional accreditation and their assessment standards.

ACADEMIC PROGRAM ASSESSMENT REPORT ELEMENTS

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 three elements/areas sections that are to be included in the assessment report. Each section has multiple elements. It is the program's responsibility to fully address each element/area. The Assessment Committee reviews the report using the assessment report rubric located at [https://www.uwrf.edu/FacultySenate/AcademicForms.cfm](https://www.uwrf.edu/FacultySenate/AcademicForms.cfm). For organization of the report, or element specific questions, please contact the Chair of the UWRF Assessment Committee.

Assessment Activities in Report Cycle

- Identify the assessment time frame covered in the report.
- Discuss by learning outcomes 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
Discuss how the program engaged in assessment across different modes of delivery, locations, and course timeframes.

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 reports.

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 across sections/courses.

Clearly present direct assessment results/findings by modes of delivery, locations, course timeframes.

Clearly present the findings from each of the out-of-classroom experiences.

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 where 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 external professional stakeholder needs as relevant.

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

Action Plans

Discussion of where/how performance is or is not meeting program expectations.

Discussion of the actions the program will take to maintain/improve learning outcome performance by individual outcome.

Discussion of actions the program will take to maintain/improve comparability of learning
regardless of modes of delivery, location, or course duration

- Discussion of the actions the program will take to maintain/improve out-of-classroom learning experiences.
- Discussion of the actions the program will take to maintain/improve indirect student, alumni, and indirect professional assessment. Discussion includes actions that will be taken to enhance the learning outcome/external stakeholder expectations.
- Discussion of the actions the program will take to maintain/enhance the process for assessment.
- Inclusion of an action plan summary table that identifies specific actions, implementation time frames, accountability assignments, and review schedules

- 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 venues/opportunities, revision to the assessment process, or other action identified by the program.

**Report Attachments**

- Assessment Plan [with update/changes if made during the report cycle] is required.
- Additional support material identified by the program.
- Reviewing Academic Program Assessment Reports... the Campus Assessment Website... http://www.uwrf.edu/faculty senate/upload/UUWRF-faculty senate motion-2012-13-800.pdf

**ASSESSMENT SCORING AND PROGRAM PRIORITIZATION/AUDIT AND REVIEW**

As part of the program prioritization process, each program will be scored based on the extent to which it meets University Assessment Plan and Report expectations. The Assessment Committee will review program plans and reports using a six-point scale: Exemplary, Well-Developed, developed Developing Under-Developed, and Un-Developed. Based on the review of both documents, an aggregate score will be determined using the Senate adopted 10-60 point score range. The score will be sent to the Program Audit and Review Committee. Programs with external accreditation may have this accreditation serve as the review for program prioritization.

[112/13-142], [1 2/13-143]