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

From: Wes Chapin, Chair  
Faculty Senate  
University of Wisconsin-River Falls

May 9, 2013

RE: UWRF Faculty Senate Motion 2012-13/142

At the May 8, 2013 meeting of the University of Wisconsin-River Falls Faculty Senate, this motion was passed. The motion is forwarded to you for your action.

Motion from the Assessment Committee (Joy Benson, Chair) to replace the language in the Faculty and Academic Staff Handbook in Chapter III, section 4 regarding assessment with the attached language.

Approved  

Disapproved

Dean Van Galen, Chancellor

Date: 5/10/13
ACADEMIC PROGRAM ASSESSMENT PLAN ELEMENTS

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.

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 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.

**Reviewing Academic Program Assessment Plans.** A copy of the complete rubric is located on the Campus Assessment Webpage. The assessment committee will review all program assessment plans.

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**ACCADEMIC 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 UWRFRF 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.

Reviewing Academic Program Assessment Reports. A copy of the complete rubric is located on the Campus Assessment Website.

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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. 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.