

Academic Program Assessment Plan

An academic program assessment plan will demonstrate educational achievement and improvement through ongoing assessment of student learning. An academic assessment plan reflects specific program goals, measureable student learning outcomes, and a clearly defined timeline for implementation, data collection and analysis, and use of findings to support program-level change and accomplishments.

Program Goals

Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.

Student Learning Outcomes

Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.

Assessment of Student Learning

Assessment Methods of Assessing Student Learning

Direct Methods - Clear and compelling evidence of that students are learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/ certification exams or other published tests that assess key learning outcomes
- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored *using a rubric*
- Portfolios of student work
- Score gains between pre and post tests (published or local) or writing samples

Indirect Methods - Evidence that students are probably learning, but exactly what or how much is less clear

- Course grades
- Assignment grades, *if not* accompanied by a rubric or scoring guide
- Admission rates into graduate programs and graduation rates
- Placement rates of graduates into appropriate career positions and starting salaries
- Student ratings of their knowledge, skills and reflections on what they have learned in the program
- Student/alumni satisfaction with learning, collected through surveys, exit interviews, or focus groups
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

Timelines for Data Collection and Analysis

Specific timeline for collection and analysis of assessment data. Develop an assessment cycle that will coincide with external or internal academic program reviews. The analysis of assessment data provides evidence of student learning.

- Determine who will be responsible for data analysis. Appoint faculty leadership or a committee structure to guide and implement the program assessment plan
- Document any key findings.

Use of Results

This phase of assessment planning is often referred to as “closing the loop.” One of the most challenging aspects of assessment is using the data to inform and reflect upon current practice and facilitate program change. Using assessment results is a key element in supporting a program’s continuous, quality improvement processes.

Use the following questions to guide the discussion:

- What are the most important things to share about the results?
- How will the results impact decisions on curriculum and instruction?
- In what ways are you able to “close the loop” and use data to confirm outcomes or improve the program?

Academic Assessment Plan

(DEGREE/PROGRAM NAME)

(DATE)

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)

- 1.
- 2.
- 3.

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

1. Timeline for assessment and analysis
(Must include specific timeline for collection and analysis of assessment data.)
2. Means of assessment and desired level of student achievement
(Must include at least one direct and one indirect method of assessment for each learning outcome.)
3. Reporting of results
(Must at least report annually to the Dean of college/school.)