Program Assessment Plan Guide

Each Academic Department offering a major or minor should have a written, five-year assessment plan. The plan insures that members of the department understand the assessment goals and activities. In addition, each summer the Department will file a brief Assessment Report that documents assessment efforts conducted by the Department over the previous year and the results of the assessment.

Mission Statement
State the purpose of the academic program (degree or minor) or department if there are no majors.

Statement of Learning Outcomes for the Program
Articulate the most important knowledge and skills students will have when they have graduated from the program. There should be five or six primary learning goals, developed collaboratively by program faculty.

Curriculum Map
Show how program core course learning outcomes are aligned with program learning goals. Each core course should relate to at least one program learning goal.

Assessment Philosophy
Briefly state the Department’s view of the role of assessment in student learning.

Five-Year Cycle of Assessment Activities
State which learning outcomes will be assessed, year by year, in a rolling five-year plan; all outcomes must be assessed over a five-year period. Some assessment must take place each semester. For each goal, over the five-year period:

- Identify key points of assessment (e.g. capstone course, senior thesis, portfolios, post-graduate outcomes, etc.)
- Identify multiple assessment methods. Include at least two direct assessments of student activities (tests, papers, performances); and one indirect measure such as a survey, grades, student focus groups, or post-graduate outcomes like data on jobs.
- Describe sampling strategy and analysis where appropriate (How many portfolios/papers you will review, number of sections evaluated, etc.).
Program Annual Assessment Report
The Annual Assessment Report is a log of assessment activities for the previous year. Annual assessment reports are due each year in July. The annual Assessment Report should include:

- Direct Assessment data and analysis.
- Indirect Assessment data and analysis.
- Brief description of assessment activity: methodologies, sample selection, instruments, scoring process, etc.
- Conclusions based on collaborative discussions of data. This may also include rationale for changes to curriculum, courses, or teaching as a result of considering assessment results (typically reflected in minutes from the meeting where data were discussed).
- Detailed description of actions taken (when and by whom) and the timeframe for their implementation.
- Samples of student work exhibiting range of performance levels for each learning goal (for example: Exceeds Expectations, Meets Expectations, Approaches Expectations, or Does Not Meet Expectations).
- Rubrics used for assessing each learning goal.
- See Annual Program Assessment Report Guide.

Both annual and cyclical program reports should be reviewed and approved by department chairs, faculty senate committee on academic assessment, and college/school deans.