POSSIBLE FORMAT FOR ASSESSMENT PLANS

Name of Program________________________

General Introduction

- Brief description of the program and its purposes
- Basis for student learning outcomes: Department, College, and/or University mission, other sources such as professional or discipline-based associations, societal needs, etc.

Outcomes and Assessment Methodologies

In this section, it is important to be as detailed as possible. Your first priority is to identify clearly stated and measurable learning outcomes for students in your program. See Developing an Assessment Plan, above, for examples of outcomes in several programs. Professional organizations and accrediting agencies in your discipline are also an excellent source of examples.

If you have not figured out how you will assess all of your outcomes, you should indicate in your time line when you will finalize all of your assessment methodologies. If you have any samples of assessment instruments, please attach them. To the extent possible, each outcome should have more than one assessment. If a given competency is developed over time (as most are), there should be assessments at various points in time to allow opportunity for intervention if appropriate progress is not being made and/or to modify course requirements, instructional approaches, etc.

If appropriate, you may wish to organize your plan in a hierarchical fashion with broad goals, more specific objectives and then outcome statements (see Developing an Assessment Plan, above). At a minimum, you will need to list your outcomes and the methods you will use to assess them. As noted above, there should be multiple assessments for each outcome and these assessments may occur over time as students progress through the program.

The format would be:

Student Learning Outcome #1
- Methods of assessing outcome #1

Student Learning Outcome #2
- Methods of assessing outcome #2

Student Learning Outcome.............
**Time Line for Implementing Assessment Plan**

This section should spell out in detail a time line for implementing your assessment plan.

- **Academic Year 2002-2003**
  - Activities for fall semester
  - Activities for spring semester

- **Academic Year 2003-2004**
  - Activities for fall semester
  - Activities for spring semester

- **Etc. until plan is fully implemented**

**Note the following:**

- If you have not developed assessments for each of your outcomes, this task should be included in your time line. Thus in year one, some of your time may be devoted to identifying assessment strategies for some of your outcomes.
- You will need to build in time for developing and piloting assessments, reaching agreement on required levels of competency, developing scoring rubrics, etc.
- The time line should be specific in terms of where (e.g., which sections of which courses), when (e.g., middle or end of semester), etc.
- You will need to include in your time line activities that surround assessment, e.g., deciding:
  - how you will orient students to the assessment process and standards
  - how you will use the results of assessment for program improvement

*In sum, this plan should guide the department in developing and implementing a meaningful assessment plan that will contribute to enhancing student learning. The assessment matrices on pp. 29-33 may be helpful in organizing your assessment efforts.*