

## TEMPLATE FOR ASSESSMENT PLAN ACADEMIC PROGRAMS

Academic Major/Program Name: \_\_\_\_\_

Contact person: \_\_\_\_\_

Submission Date: \_\_\_\_\_

### Background Information

Is this a degree program? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, name of degree granted: \_\_\_\_\_

Is your program accredited? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, accrediting body: \_\_\_\_\_ year \_\_\_\_\_

Is the accreditation a necessary condition for offering the program? \_\_\_ yes \_\_\_ no

Student populations served by this program: Circle all that apply.

Traditional    CLL    Graduate    Professional    Non-Degree

### Size, Scope, Scale of the Program

Number of Faculty: \_\_\_\_ Full Time \_\_\_\_ Part Time/Adjunct

Number of Students currently enrolled in the program \_\_\_\_

Number of degrees conferred:    2001 \_\_\_\_

2002 \_\_\_\_

2003 \_\_\_\_

### Current Curriculum Plan

Provide a Curriculum Plan or Program Requirements or a Degree Audit.

## **Conceptual Framework for the Program**

Describe the philosophical, theoretical, and pragmatic underpinnings of the program.

## **FRAMEWORK FOR ASSESSMENT**

At Capital University assessment is an ongoing process to measure and record student learning and development which involves students, faculty and staff. Its purpose is to improve student learning and to enhance personal, professional and institutional development. A comprehensive assessment program involves both direct measures of student learning outcomes and indirect measures pertaining to program effectiveness. An appropriate coordination of effort is for the program faculty to focus on the development and implementation of an assessment plan that directly measures student learning outcomes for the purpose of improving teaching and learning. The program effectiveness components can be more effectively and efficiently served through an evolution of cycles of data collection coordinated through the office of institutional research.

In order to aspire to the highest standard of assessment practices, we are adopting the Guiding Principles from the American Association of Higher Education (AAHE) as the principles governing assessment work at Capital University. These AAHE principles capture and expand on the guiding principles that currently exist at the University. These principles provide the coherence and consistency necessary for preserving the integrity of the assessment effort while supporting divergent views and practices inherent in the nature of inquiry in the disciplines. As you work on your plan, you will find that some of these principles would be directly relevant to the creation of program assessment plans while others may relate more to the institutional level or course level activities. Nonetheless, the content and spirit of the AAHE guidelines should illuminate for us the critical connections needed to develop a culture of assessment at Capital.

### *Developing an Assessment Plan*

Responsible Party: Program Faculty

#### Student Learning Outcomes

On the basis of the Conceptual Framework for the Program, develop 4-8 measurable student learning outcome statements. These statements should focus on what students will be able to do upon program completion. It is expected that the university goals (See attached.) will be incorporated into the set of learning outcome statements.

#### Tools and Methods for Measuring Student Learning Outcomes

For each outcome above, describe the tools and/or methods to be used to assess student performance. While there is a wide array of tools and methods to measure performance, some of the more commonly used include portfolio assessments, standardized testing, field and clinical assessments, capstone experience evaluations, case study analyses, juried performances, internship performance evaluations, laboratory studies, research studies, theses, etc.

#### Projected Implementation

Given the projected timeline for the assessment initiative for the university (See attached timeline.), propose a plan for action for the program to implement the measurement of student learning outcomes. This plan should include identifying student cohorts, determining assessment tools and methods, projecting timelines for collecting data, selecting data analysis strategies, and exploring ways of using such results to improve the program.

### **Developing Program Effectiveness Measures**

Responsible Parties: Institutional Research Director in consultation with  
Program Faculty

The Institutional Research Director will develop a set of universal instruments to meet specific program needs and to provide comparative data from local, regional and national databases to yield analysis helpful to program improvement efforts. Perceptual data such as those obtained through surveys of both internal and external constituencies can provide a richer and more robust context for decision-making. If your program has collected these kinds of data, please describe that work and attach examples.

### **Resource Needs**

Describe the current commitment of resources for conducting assessment work with a focus on student learning outcomes.

Describe your projected resource needs in order to carry out the assessment plan that you have developed in this document.

### **Using Data for Program Improvement**

Describe past and current efforts in collecting data and using the resultant analysis to inform decision-making and program improvement.