

Template
Academic Program
Assessment of Student Learning Plan
University of New Mexico

Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of the Provost.* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

*If you have any questions, please contact the Assessment Office at assess@unm.edu or 277-4130.

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *[Insert College/School/Branch Campus Name]*
2. Department: *[Insert Department Name]*
3. Date: *[Insert current date]*

B. Academic Program of Study*

[Insert Degree or Certificate level, and name of program. Example: B.S. Anthropology]

C. Contact Person(s) for the Assessment Plan

[Insert each person's name, title, e-mail address]

D. Broad Program Goals & Measurable Student Learning Outcomes

[Attach Cover Sheet for Student Learning Outcomes and associated materials.]

OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

- A.
- B.
- C.
- etc.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1.
- (etc.)
- B.1.
- (etc.)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
<i>[alpha.#] [SLO text]</i> <i>[e.g., A.1 The student will be able to communicate effectively in writing.]</i>				

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*
- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-2010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

- 1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
- 2. the process for consideration of the implications of assessment for change:
 - a. to assessment mechanisms themselves,*
 - b. to curriculum design,*
 - c. to pedagogy*
*...in the interest of improving student learning.**
- 3. How, when, and to whom will recommendations be communicated?*

Adapted from Kansas State University Office of Assessment

Evaluative Rubric for Academic Program Assessment Plans

Department: _____

An Academic Program is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Program Level & Title: _____

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score
<i>Program Learning Goals</i>	The plan lists a few broad learning goals and one or more SLOs aligned with each program goal.	The plan lists a few broad learning goals; SLOs are too numerous or some goals lack SLOs.	Stated program learning goals are too numerous/few, or too narrow; some or all goals lack SLOs.	Program learning goals may be implied, but are not enumerated.	
<i>Student Learning Outcomes (SLOs)</i>	At least two SLOs are clearly stated using the proper format, are measurable, and are linked to UNM Learning Goals .	At least two SLOs, linked to UNM Learning Goals , are stated but with some lack of clarity or measurability.	SLOs are stated but are unclear regarding one or more critical aspects including alignment with UNM Learning Goals .	SLOs are not stated in an acceptable format.	
<i>Multiple assessment methods</i>	Multiple assessment measures are identified for each outcome and align well with the SLO.	At least one assessment measure is identified for each outcome and aligns well with the SLO.	Assessment measures are identified for some outcomes, a/o one or more measures does not align well with the SLO.	Assessment methods are not identified or inadequately described.	
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	
<i>Target Population</i>	The assessment target population is clearly identified.			The assessment target population is not clearly identified.	
<i>Implementation timeline</i>	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	
<i>Data presentation and discussion process</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	
<i>Process for implementing improvements based on assessment results</i>	The process for implementing improvements based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no process for implementing improvements based on assessment results.	

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

- Revision Needed (*see first feedback section below*)
- Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. Leads to data of real value?
 - SLOs high value or convenient?
 - SLOs clearly measurable?
2. Make sense?
 - Doable/Sustainable?
 - Do pieces align?
3. Clearly leads to Improvement?
 - Process leads to improvement conversations?
 - How useful will data be for improvement?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):