UAC Guidelines for Assessment Plan of Externally Accredited Programs

All undergraduate majors and graduate programs are required to file an assessment plan with their school/college assessment coordinator by November 1. The report should be submitted as a .pdf document with a file name that identifies the major/program. Each learning outcome for a major or program must be assessed at least once over a five-year cycle. (The five-year schedule for each program or major is filed separately in an Assessment Calendar.) Programs which are externally accredited and which assess student learning outcomes as part of the accreditation/reaccreditation process are encouraged to submit evidence from the accreditation report rather than creating separate annual assessment reports.

This document describes the simple grid format for your major's (program's) Assessment Plan. At the top of your Assessment Plan, indicate the department, the specific academic major or program, the body which accredits the program, the year of the next reaccreditation, the name of the person who submitted the report, and the date it was submitted to the assessment coordinator of the school or college. The body of the report is a grid, where each learning outcome occupies a row. For each outcome, enter the requested information.

For programs that are externally accredited this modified form includes a column for identifying when assessment of a learning outcome is covered under the program's accreditation standards, and which accreditation standard(s) apply. Programs may submit excerpts from the accreditation report showing that these standards were addressed in order to satisfy university requirements for regular and systematic assessment of these outcomes.

A. List your major's (program's) student learning outcomes.
B. Indicate whether or not the assessment of each program learning outcome is required by the standards for accreditation. [For Example – If professional practice standards are program outcome and an accreditation requirement indicate yes. If effective speaking is a program requirement but not required by the accreditor indicate no.]
C. If accreditation standards cover this outcome, cite the specific standard(s) that apply.

If a program learning outcome is NOT covered by external accreditation standards, complete D. & E.
D. Briefly describe the plan for assessing students' achievement of this outcome. [This plan should at minimum identify the course (or other point) in the program where assessment will take place, and the direct assessment to be used (a nationally normed test, a course exam, an embedded writing assignment, a group project, and so forth). If there are decisions pending which need to be resolved to specify an assessment plan, please list these issues and the date by which the faculty will resolve them.
E. Indicate the Academic Year (AY) in which the assessment will occur (taken from the Assessment Calendar).

ASSESSMENT PLAN

School/College:
Academic Major (undergraduate) or Program (graduate):
Program external Accrediting Organization:
Year of Next Accreditation Review:
Submitted By:
Date Submitted to School/College Assessment Coordinator (Due November 1):

A. Learning Outcome	B. Covered by Accreditation Standard(s)	C. Which Standard(s) Cover this Outcome?	D. If not covered through accreditation, when and how will students demonstrate achieving this outcome?	E. AY in which assessment will occur

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This document describes the simple grid format for your major's (program's) Assessment Plan. At the top of your Assessment Plan, indicate the department, the specific academic major or program, the name of the person who submitted the report, and the date it was submitted to the assessment coordinator of the school or college. The body of the report is a grid, where each learning outcome occupies a row. For each outcome, enter the requested information

   A. List your major's (program's) student learning outcomes.
   B. Indicate where in the curriculum this outcome is first introduced or covered. [This could be a particular course or a set of courses.]
   C. Indicate where this learning outcome is reinforced after it is first introduced.
   D. Briefly describe the plan for assessing students' achievement of this outcome. [This plan should at minimum identify the course (or other point) in the program where assessment will take place, and the direct assessment to be used (a nationally normed test, a course exam, an embedded writing assignment, a group project, and so forth). If there are decisions pending which need to be resolved to specify an assessment plan, please list these issues and the date by which the faculty will resolve them.
   E. Indicate the Academic Year (AY) in which the assessment will occur (taken from the Assessment Calendar).

ASSESSMENT PLAN

School/College:
Academic Major (undergraduate) or Program (graduate):
Submitted By:
Date Submitted to School/College Assessment Coordinator (Due November 1):

A. Learning Outcome	B. Where Introduced or First Covered	C. Where Reinforced	D. Plan for Assessing Students' Achievement of This Outcome	E. AY in which assessment will occur

UAC Guidelines for Assessment Project Report

For each annual assessment project, departments/programs should submit a short narrative report (2-3 pages plus appendices) to their college/school assessment coordinator on or before the specified date (usually early in Fall Quarter). The report should be submitted to the college/school assessment coordinator as a WORD document with a file name that identifies the year and the major/program. The college/school assessment coordinator will either sign off on the report or return it to the program coordinator for revision and strengthening. Once approved at the college/school level, the report will be converted to pdf format and forwarded to the University Assessment Committee. The report format is shown below.

Report Format

Date Submitted:

School/College:

Major (undergraduate) or Program (graduate):

Person(s) responsible for the design and implementation of assessment project and writing the report:

1. **Project Overview and Assessment Goals**

    A. List the program Learning Outcome(s) that the project is assessing.

    B. Provide a brief description of the project and the assessment question(s) being addressed.

    C. Does this project correspond to the most recent program assessment plan sent to the school or college assessment coordinator? If not, please submit a revised plan along with this report.

    D. If the outcome(s) have been previously assessed, please report when they were assessed, what conclusions were reached from the previous assessment, and what "closing the loop" changes, if any, were made based on those conclusions. Also indicate whether the assessment method used previously is the same as the one described in this report. If not, what is changed?

2. **Project Design and Coherence**

    A. Identify the student product(s) used for direct assessment of the Learning Outcome(s) that you listed in 1.A. [for example, objective exam, essay exam, major paper, PowerPoint presentation, design project, performance]. Explain the context for this product [course name(s) and number(s), place in curriculum, instructor(s), and so forth). NOTE: If your project depends on anonymity, report only contextual information that doesn't need to be anonymous.   If the project focused on a single or common assignment, please attach the assignment handout or explanation in the syllabus as an appendix.

    B. Explain how the student product was scored and by whom [for example, objective scoring by machine; course instructor using a rubric; judging panel using a rubric] *If your project used a rubric, please explain who created the rubric and attach it as an appendix.*

    C. Explain the "fit" or "match" between the program Learning Outcome(s) being assessed and the student product used as a direct measure. In other words, how fully does the quality of the product reveal achievement of the LO? [Sometimes there may be a one-to-one correspondence between the LO and the product. At other times, only some features of the

product are relevant to the LO. In such cases, the LO might be assessed only by one or two rows of a rubric or by a few selected questions on an exam.]

D. Explain how program faculty defined "aspirational" achievement of the LO and "minimal achievement" of the LO and how they distinguished between "minimal performance" and "unacceptable performance."   If the project used a rubric, does the rubric clearly indicate these categories and specify the corresponding criteria? If not, explain how rubric scores correspond to these categories. If program faculty haven't yet defined criteria for "aspirational," "minimal," and "unacceptable" achievement of the LO(s), how and when do you plan to do so?

E. If your project used a rubric, did program faculty try to establish inter-rater reliability in the use of the rubric? If so, explain how. If not, explain why.

3. **Project Methods**

Narrate how the project was conducted. Who did what when?

4. **Project Results**

Report your results as a table or chart showing the number of student products evaluated and the distribution of performances across the quality categories shown in your rubric or across the continuum of objective scores.   Particularly highlight the percentage of performances meeting your program's aspirational goals and the percentage failing to meet minimal standards.

5. **Discussion of Results**

This section of your report is central to the assessment process and therefore to the assessment report.. Explain what program faculty learned through their analysis of the results. Discuss results from the perspective of both *summative* and *formative* assessment. *Summative assessment:* To what extent are program faculty members satisfied with these results? Why or why not? *Formative assessment*:   what problem areas or patterns of weakness were uncovered? How might these problem areas be addressed through changes in pedagogy, course or assignment design, or sequencing of instruction? If the outcome(s) have been previously assessed, what changes in student performance have been revealed?

6.   **"Closing the loop" actions**

What follow-up actions do program faculty plan to take next as a result of this project? You might decide to institute changes, to decide no changes are needed, or to gather more data. Typically, your action plan will fall into one of the following categories. Choose the most appropriate.

A.   If your assessment data suggest changes that might improve student learning, what changes will you make? (Changes might include new assignments, shifts in pedagogy, closing of gaps in the curriculum, improved scaffolding, more effective sequencing, and so forth.)   How and when will you try to assess whether the changes were helpful?

B.   If the assessment data suggest that no changes are needed, what follow-up action is planned for the continued assessment of student performance in relation to this outcome (for example, in other assignments, courses, or areas of the curriculum)?

C.   If the assessment data are not conclusive enough to make sound decisions about changes, what action will you take either to refine assessment results or gather the additional data necessary for further deliberation? Describe the plan and time table for this additional information gathering.

7. **Project ownership**

To what extent were all program faculty involved in this project's discussion and analysis? When, how, and by whom were assessment findings discussed and decisions made about appropriate actions to take in relation to these findings?

Seattle University Assessment of Academic Program Learning Outcomes

Role of the Program Faculty – Each college or school and academic department is responsible for the development and implementation of systematic assessment of all learning outcomes for each of its academic programs. It is the responsibility of the faculty in each academic program to develop and implement a plan to conduct regular systematic assessment of each program learning outcome it publicizes, to evaluate assessment results, and, when appropriate, to implement changes designed to improve student achievement of learning outcomes as well as assess the effectiveness of these changes. Such assessment should be built, wherever possible, on direct student demonstration that they have achieved the outcome being assessed.

While an individual faculty member may be the primary author of the assessment plan, it is the collective responsibility of the department faculty to create and execute this plan. Department Chairs and Program Directors are responsible for ensuring that:

- Program learning outcomes express expected results students will achieve in completing the program.
- The plan must include a regular cycle for assessing direct evidence of student achievement of each program learning outcome.
- All program outcomes must be assessed at least once during each program review cycle.
- Programs with disciplinary or professional accreditation requirements are encouraged to coordinate their assessment plan with those requirements in a manner consistent with college and/or university standards for program assessment.
- Assessment results must be reviewed and discussed by the faculty to determine whether they demonstrate satisfactory student achievement of program learning outcomes.
- In addition, departments are strongly encouraged to invite one or more faculty members from outside the department to review and comment on the program assessment plan itself, the implementation of that plan, and the appropriateness of analysis and response to collected evidence of student learning.
- When faculty implement changes in teaching and/or curriculum aimed at improving student achievement of one or more learning outcomes, student achievement should be reassessed after the changes are in place in order to evaluate their effectiveness.
- Assessment data, analysis and results should be documented by the department, and copies transmitted to the college or school assessment coordinator for review. The assessment coordinator should forward all assessment data, analysis, and results to the planning office for review and integration into institutional assessment reports and evidence.
- Program faculty should identify program learning outcomes which align with and support student achievement of university learning objectives, and should communicate such alignment of outcomes to the University Assessment Committee (UAC) via the reporting process established by that committee.

Role of the Deans – The Dean of each college or school is responsible for ensuring the following three standards:

- Each academic program develops and implements an assessment plan which systematically assesses student achievement of all learning outcomes associated with that program.
- Evidence of student achievement of learning outcomes is collected and retained.
- Faculty members analyze the evidence collected and use it to guide program improvements.

Deans will identify one or more assessment coordinator(s) for their college or school who will work with programs to ensure their assessment plans meet college/school and university standards and that required data and reports are transmitted to the planning office. In the event that assessment plans or the implementation of these plans do not meet university and/or college standards, the Dean is responsible for ensuring changes are made to bring assessment plans and efforts up to standard. The Deans will prepare a brief annual report for the Provost on the state of assessment for academic programs in their respective colleges or schools, listing programs that have implemented a satisfactory assessment program meeting the three standards listed above, those programs that have not yet met this standard, and plans to remediate such programs.

Role of Academic Assembly and Program Review – It is critical that academic program review be integrated into faculty governance. This standard is accomplished through the leadership role of the Academic Assembly in the program review process. As part of program review, each program is expected to describe how student achievement of each program learning outcome is assessed, and how the results of that assessment are reviewed by faculty and, when appropriate, used to make changes aimed at improving student achievement of these outcomes.

Role of the Planning Office - The planning office, as the coordinating office for ensuring the university meets all standards for regional accreditation, has a responsibility to clearly articulate standards of assessment which must be met in both university and program assessment efforts and to ensure that all departmental assessment efforts clearly demonstrate that they are meeting these standards. The planning office:

- Reviews assessment reports and indicates which program assessment efforts are meeting university and accreditation standards and, if standards are not met, identifies specific deficiencies and reports these to the appropriate department, college/school Dean or division head, and to the Vice President for University Planning and Vice Provost.
- Provides consultation to help programs develop and implement an assessment plan that meets the required standards.
- Supports the integration of systems through which assessment data can be gathered and analyzed, including surveys, online course assessment systems, learning management systems and/or ePortfolio systems.
- Maintains a repository of assessment data and assessment reports so that the university can provide evidence of systematic and comprehensive assessment of academic programs.
- Develops and maintains reports tracking the performance of systematic assessment across all academic programs and the level of student achievement of university learning outcomes.