Program Assessment Plan (DRAFT Template)

Program Learning Outcomes	Learning Experiences (courses and other)	Performance Criteria (competencies/indicators)	Assessment Methods	Timeline
Students will know, value or appreciate, and be able to do. . .	*When and how are students provided the opportunity to meet the outcomes? Attach curriculum maps and identify other intentional learning opportunities (e.g., co-curricular experiences).*	*What are the specific competencies comprising the outcome? (i.e., How will you know students achieved the outcome) Attach rubrics, if applicable.*	*What direct and indirect methods will be used to gather evidence of student learning at the program level?*	*When and at what intervals will this assessment occur in the five-year cycle?*

Plan implementation:

- What processes will the department/program use to gather and evaluate evidence, interpret findings, and develop recommendations?

- How and with whom will the results of assessment be shared (e.g., students, business/industry, intra-departmentally, interdepartmentally, etc.)?

Program Assessment Plan (DRAFT Template) – EXAMPLE

Program Learning Outcomes	Learning Experiences (courses and other)	Performance Criteria (competencies/indicators)	Assessment Methods	Timeline
Students will know, value or appreciate, and be able to do. . .	*When and how are students provided the opportunity to meet the outcomes? Attach curriculum maps and identify other intentional learning opportunities (e.g., co-curricular experiences).*	*What are the specific competencies comprising the outcome? (i.e., How will you know students achieved the outcome) Attach rubrics, if applicable.*	*What direct and indirect methods will be used to gather evidence of student learning at the program level?*	*When and at what intervals will this assessment occur in the five-year cycle?*
- Design a research study and utilize quantitative and qualitative research methods	- Courses: Research 201, 301, and capstone 480 - Participation in faculty-led research as rsch assts.	Demonstrated ability to: - compare and contrast methods - identify methods appropriate to a research question - design a study - conduct a study using various research methods - analyze and interpret data Use the department-developed rubric for "research skills"	- Research paper in 201 - Research proposal developed in 301 - Research study completed as capstone project - Other research-related artifacts presented in capstone portfolio - The Alumni Survey	- This outcome will be assessed every third year - The Alumni Survey is completed every five years

Plan implementation:

- What processes will the department/program use to gather and evaluate evidence, interpret findings, and develop recommendations?
The assessment committee (consisting of 3 faculty who serve on rotating 3-year terms) will randomly select a sample of senior portfolios to review. Embedded projects and additional research artifacts will be evaluated with the department research rubric. Results will be summarized and shared as indicated below.

- How and with whom will the results of assessment be shared (e.g., students, business/industry, intra-departmentally, interdepartmentally, etc.)?
The summary of results from the portfolio review and the Alumni Survey will be shared with the department, along with potential implications. Results also will be shared on the department website and with the *XYZ* department, with whom the department collaborates on the *ABC* minor.