**Academic Program Assessment Plan**

**Indiana State University Office of Assessment & Accreditation**

Using this template:

* This plan is meant to be a multi-year guide to assessing student learning outcomes of your curriculum.
* This plan should be completed collaboratively with the faculty in your program.
* This plan, along with the **Assessment Timeline**, should be reviewed at the beginning of each academic year to ensure that the courses, measures, and performance goals are still relevant and to notify the responsible faculty of the expectation and means to collect and communicate the needed performance data from the listed measures.
* If you would like assistance developing your assessment plan or discussing best practices for determining courses and designing measures for assessment, the Assessment and Accreditation Coordinator is at your service. Call x7975 or email Kelley.Woods-Johnson@indstate.edu.

|  |  |
| --- | --- |
| **Program:** | **Department:** |
| **Primary Author:**  | **Date:**  |
| **Attach the Assessment Timeline (template is located at** [**www.indstate.edu/assessment**](http://www.indstate.edu/assessment)**) for the program/department to this plan to indicate in which academic years each outcome will be assessed.** **It is not necessary to assess all outcomes every year. It is best practice to assess all outcomes at least once per student cohort, so every 3-4 years.** |
|  |
| **PART ONE** |
| **For each program student learning outcome determine the following to assess student achievement of the learning outcome:** * *Which* ***course(s)*** *aligned with this outcome (check your curriculum map) will be used for assessing this outcome?*
* *Which* ***semester(s)*** *is this course being taught during the year for assessment?*
* *Which* ***measure(s)*** *(parts of/full assignments, tests, projects, licensure exams) will we use to evaluate student performance of learning outcomes?*
* *What* ***level of performance*** *do we expect from students to indicate they achieved the learning outcome?*
* *Which* ***faculty will be responsible*** *for sharing student performance on these measures with the program or department chair or assessment coordinator?*

An example is given in the first line that should be deleted when you complete the form. Continue to add cells as needed until you have created a plan for all student learning outcomes in your program.  |
| **Learning Outcome** | **Course(s) for Assessment** | **Semester(s) Taught** | **Measure(s)** | **Performance Goal(s)***(update as needed)* | **Faculty Responsible** *(update as needed)* |
| 1.1 | ASMT 101 | Fall | Assessment Plan Project scores on Part 1 of the analytic rubric (selection of assessment method) | All students will earn at least 3 out of 4 on Part 1 of the rubric | Woods-Johnson  |
|  |  |  |  |  |  |

|  |
| --- |
| **PART TWO** |
| Use the space below to indicate how findings will be ***analyzed***, ***shared***, and ***used to improve/support student learning***. Examples are given in italics. These can be deleted when you fill out the table with your own plans.  |
| **Who will be responsible for analyzing findings each AY?**  | *Program/Department chair, assessment committee, appointed faculty for assessment, etc.*  |
| **How will findings be shared with program faculty and others (as appropriate)?**  | *Regular program/dept meetings, specific assessment/curriculum meetings, email/newsletter, etc. Be specific if there is a standard way of reporting this information to administration, students, and/or external stakeholders.*  |
| **How will faculty engage in using findings to improve student learning?**  | *How faculty are brought together to do this, if a plan is made annually, if it typically becomes the responsibility of the chair or a committee, if the focus is on curricular/pedagogical change or student support, what follow-up occurs to make sure plans are carried out, etc.*  |

