

Academic Assessment Plan Guidelines

The Institutional Learning Outcomes (ILOs) represent the knowledge and competencies that an institution expects of all of its students, regardless of their major area of study. Similarly, the Program Student Learning Outcomes (PSLOs) represent the knowledge and competencies that is expected of students who complete a degree in the program (major area of study). Course Student Learning Outcomes (CSLOs) are the knowledge and competencies that is expected of students who complete the course. Therefore, CSLOs support PSLOs which support ILOs which all collectively contribute to achieving the mission and vision of the institution.

1. **If the program has an assessment report from prior assessment cycles:**
 - a. Review the assessment report from the prior assessment cycle.
 - i. Review the action plan from the prior year and incorporate actions into the assessment plan for this current year, as appropriate.
 - b. Review the feedback from the prior assessment cycle
 - i. What is the feedback indicating? How will you use this feedback? Consider this feedback when developing the assessment plan/report for the current cycle.
 - ii. NOTE: If you would like to discuss the feedback and how to address or understand the feedback, please contact OIERP to schedule a meeting
 - c. Review the PSLO History and determine the PSLO(s) to assess for this academic year.
 - i. Each PSLO should be assessed within a 4-5 year timeframe.
 - d. Review the curriculum map and consider assessing multiple levels (e.g. introduced, reinforced, mastery levels)
 - e. Review the PSLO and consider more than 1 type of assessment measure (written work, presentations, projects, quizzes, exams, art performances/products, capstones, portfolios, etc.)
2. **If the program is new and/or does not have assessment reports from prior cycles:**
 - a. Review the PSLOs and develop a schedule to assess each PSLO within a 4-5 year timeframe
 - b. Review the curriculum map and consider assessing multiple levels (e.g. introduced, reinforced, mastery levels)
 - c. Review the PSLO and consider more than 1 type of assessment measure (written work, presentations, projects, quizzes, exams, art performances/products, capstones, portfolios, etc.)
3. **PSLO(s):** per the review above, identify one or more PSLOs to assess
4. **Measures:** also refer to this resource/file- Measures: Direct and Indirect (assessment webpage)
 - a. For each PSLO, identify one or more (preferably more than 1) type of measure
 - b. Examples of Direct measures: written work, presentations, projects, quizzes, exams, art performances/products, capstones, portfolios, etc.
 - c. Examples of Indirect measures: reflections, surveys/focus group, number of hours spent on learning opportunities (e.g. homework, active learning, service learning, intellectual or cultural activities, etc.)
5. **Courses Assessed:**
 - a. For each PSLO, identify courses at multiple levels;
 - i. If curriculum map includes levels: consider assessing introduced, reinforced, mastery level courses that align with the PSLO

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- ii. If the curriculum map does not have levels assigned: consider assessing lower, mid- and upper level courses that align with the PSLO

6. Benchmark (Acceptable Target):

- a. Consider the level of the course and the level of the students when determining the Benchmark
- b. Example Benchmarks:
 - i. 100 level or introductory course:
 - 1. 70% of students will achieve level 2 or higher in 3 of the 5 rubric criteria
 - 2. 70% of students will earn 70% or higher in embedded questions on quiz or exam
 - ii. 400 level or mastery level course
 - 1. 95% of students will achieve level 2 or higher in all rubric criteria
 - 2. 90% of students will earn 80% or higher in embedded questions on quiz or exam

7. Term assessed

- a. For each course, identify the academic term(s) in which assessment will be collected

8. Key/Responsible Personnel

- a. At the minimum, course instructors should be included
- b. Assessment coordinator for the program