



Introduction to the Assessment Plan Form

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Assessment Initiative Timeline of Goals

2016 – E-series forms (baseline)



2017 – Assessment plans (initial)

2018 + Cyclical assessment processes

By May 2018 we should have:

- 1) Up-to-date E1B forms from all externally accredited programs
- 2) Up-to-date E1A forms from all non-externally accredited programs
- 3) Assessment plan forms outlining cyclical assessment of learning outcomes for ALL non-externally accredited degree programs (graduate and undergraduate).

What is the "Assessment Plan Form"?

The Assessment Plan template is a form with embedded instructions that walks you (the program) through the components of a basic assessment plan, including outlining a **cycle of assessment**.

The **assessment cycle** should include some assessment of all of the program's student learning outcomes over the course of between 3 and 5 years. You can vary types of assessment activity from year to year, and/or focus on 1-2 outcomes per year, covering all of them over the course of your assessment cycle.

Purposes of the form:

- Provide a concise and consistent format for outlining each program's assessment plans
- "Store" basic assessment information and goals in a place (Sharepoint Assessment site) that is accessible to assessment administrators, school/college assessment coordinators, program assessment coordinators

Let's walk through the form

Assessment Plan Template for degree programs that are NOT externally accredited

(An example Assessment Plan using this template is available on the [Assessment Website](#))

This template provides guidance to departments and programs as they develop a sustainable cycle of assessment. We recommend planning for a cycle of between 3 to 5 years. From year to year and at the end of each 3-5 year cycle you should plan for a decision-making process to implement changes, assess the impact of previous changes, and plan next steps based on this evidence.

Department or Program and Degree(s), College:

In this space, identify the department or program name and degree outcomes being assessed. If this plan will gather data for multiple degrees, identify the department and all of the degrees that will be served by this assessment plan (e.g. Department of Psychological Sciences; BA and BS in Psychological Science; College of Arts and Sciences).

If your department offers both graduate and undergraduate degrees, you may need to fill out separate assessment plans for both levels to address differences in undergraduate vs. graduate assessment coordinators, learning outcomes and assessment activities.

Page 1 (cont.)

Assessment coordinator (program level):

In this space, identify by name the “point person” who will coordinate assessment processes in your unit. This role may be filled by the Chair, Program Director, curriculum committee chair, undergraduate/graduate coordinator or other faculty member assigned this role. In some cases a staff member may fill this role, but department faculty should be the primary actors in collecting and analyzing data and implementing curricular changes.

Program Outcomes:

In this space, please list the learning outcomes for graduating students in your program. If this plan covers more than one program, and there are different outcomes for each program, list these separately. If the outcomes are listed on a public departmental website, you may list that web address instead of copying the outcomes here.

Your program-level learning outcomes should be clearly written, closely tied to the program’s mission and should reflect a consensus among the program faculty regarding your expectations for graduates of your program. For assistance drafting program-level outcomes, contact your Unit Assessment Coordinator (see the [Assessment Website](#) for a list), or the Provost’s Faculty Fellow for Assessment (Jennifer Dickinson (jadickin@uvm.edu))

Page 2: Components of the plan

Components of the Plan Outlined on Multi-year chart (chart is at the end of this document)

Describe each of the activities outlined in the plan, including who holds primary responsibility for executing the plan element and who will be responsible for implementing changes.

We recommend, where possible, that you use both direct and indirect methods for assessing student learning.

Direct assessment uses assessment of student work (e.g. exam answers; written assignments; projects; demonstration of a particular skill) with an eye to evidence that students have achieved specific learning outcomes.

Indirect assessment uses other indicators to determine that students are meeting outcomes (e.g. exit survey or interviews of majors; student self-assessment; employer evaluations; percentage of students admitted to graduate school).

Before listing a particular assessment activity, consider:

How will questions be identified?

What methods will you use to gather evidence that will answer your questions?

How will this evidence be processed and reviewed by the department faculty?

How will this evidence inform actions taken to improve student outcomes?

How will the effectiveness of these actions be determined?

Page 2/3: Communication and Chart

Communication

Briefly outline how you will communicate assessment activities and the results of these activities (including changes resulting from analysis of information gathered through assessment activities) to the department, college/school, students and/or alumni.

Overview of Plan (Chart form)

Below is a template chart for a three year assessment program. If you are choosing a longer assessment cycle, charts for four or five year cycles are also available in the "Forms and Tutorials" section on the UVM Assessment website. For a sample of a filled out chart, see the "Sample Assessment Plan," also in the "Forms and Tutorials" section.

Your assessment plan need not outline assessment of "all of your outcomes all of the time." However, the plan should include assessment activities such as retreats or faculty meetings dedicated to reviewing materials and narrowing or focusing in on outcomes students are

Assessment Plan Template for degree programs that are NOT externally accredited

struggling to achieve, or points in the curriculum that faculty and/or students find do not sufficiently promote student progress towards achieving the outcomes.

When creating a multi-year plan, use the first year of your assessment plan as "Year 1," and list each assessment activity (e.g. a survey of majors, or a curriculum retreat) down the left hand side of the chart. Note that your department may choose to have more than one assessment activity in some years, while other years have only a survey, or are dedicated to a retreat to evaluate several years of data.

Chart (3 year)

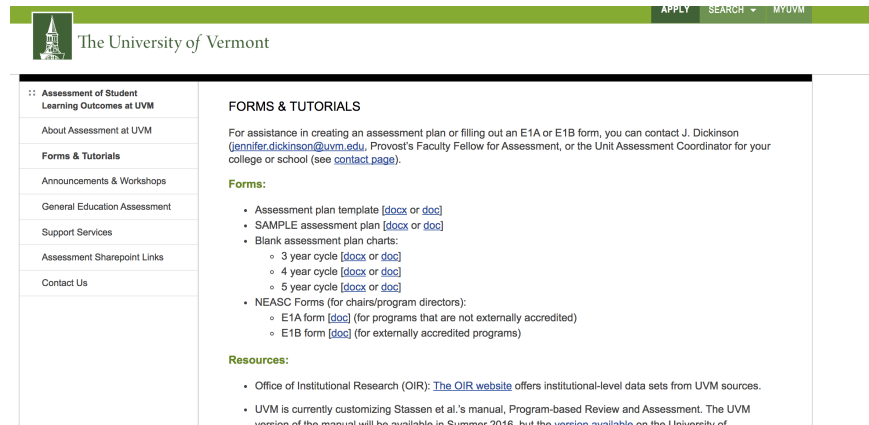
----- program assessment -----

Note: A three year chart is included here; 4 and 5 year cycles are also available in the “Forms and Templates” section of the UVM Assessment website.

	Year 1	Year 2	Year 3	Year 1	Year 2
Assessment Activity					
Assessment Activity					
Assessment Activity					

Where can I find the form?

- www.uvm.edu/assessment
- Click on “Forms, Tutorials and Resources”
- The form template, a sample assessment plan, and charts for 3, 4, and 5 year assessment cycles are all available on this page (along with blank E1A and E1B forms)



The screenshot shows the University of Vermont's website header with the logo and name. Below the header is a navigation menu with the following items: Assessment of Student Learning Outcomes at UVM, About Assessment at UVM, Forms & Tutorials (highlighted), Announcements & Workshops, General Education Assessment, Support Services, Assessment Sharepoint Links, and Contact Us. The main content area is titled 'FORMS & TUTORIALS' and contains the following text: 'For assistance in creating an assessment plan or filling out an E1A or E1B form, you can contact J. Dickinson (jennifer.dickinson@uvm.edu, Provost's Faculty Fellow for Assessment, or the Unit Assessment Coordinator for your college or school (see [contact page](#))).' Below this is a section titled 'Forms:' with a bulleted list: 'Assessment plan template [\[docx or doc\]](#)', 'SAMPLE assessment plan [\[docx or doc\]](#)', 'Blank assessment plan charts:' (with sub-bullets for '3 year cycle [\[docx or doc\]](#)', '4 year cycle [\[docx or doc\]](#)', and '5 year cycle [\[docx or doc\]](#)'), and 'NEASC Forms (for chairs/program directors):' (with sub-bullets for 'E1A form [\[doc\]](#) (for programs that are not externally accredited)' and 'E1B form [\[doc\]](#) (for externally accredited programs)'). Below this is a section titled 'Resources:' with a bulleted list: 'Office of Institutional Research (OIR): [The OIR website](#) offers institutional-level data sets from UVM sources.' and 'UVM is currently customizing Stassen et al.'s manual, Program-based Review and Assessment. The UVM version of the manual will be available in Summer 2016, but the [version available](#) on the University of Vermont website.' The footer of the page is not visible.

Where do I put it?

- Assessment Sharepoint Site (accessible through www.uvm.edu/assessment; click on “Sharepoint Sites”
- Currently: In the Sharepoint site, put it in the folder labeled “Completed Assessment Plan Forms for non-externally accredited programs” – or send it to me and I can upload it for you
- In the Fall: Over the summer, folders will be created for each degree program and your E1A will be moved into that folder. Completed assessment plans will also be put into these separate program folders

My department offers several degrees

- You need an E1A and an assessment plan form for each degree program. You may do a combined form for closely related degrees (e.g. a BA and a BS in the same field)
- Program folders on the Sharepoint site will correspond to each degree, not to each department, so if you combine programs in a single assessment plan, a copy should be in each program folder and should be updated in each folder when necessary

Questions?

- My contact info: jadickin@uvm.edu
- Assessment website: www.uvm.edu/assessment
 - A list of assessment coordinators for each college is there as well!