(An example Assessment Plan using this template is available on the [Assessment Website](http://www.uvm.edu/assessment))

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.

## 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](http://www.uvm.edu/assess) for a list), or the Provost’s Faculty Fellow for Assessment (Jennifer Dickinson ([jadickin@uvm.edu](mailto:jadickin@uvm.edu))

## 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?

## 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 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.

**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** |  |  |  |  |  |