

Template
Academic Programs
Assessment Plan
University of New Mexico

Instructions:

This template is a suggested guideline for creating assessment plans to assess academic program-level student learning outcomes. An assessment plan can span one, two, or three assessment cycles. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of Assessment.*

Assessment plans should include clear differentiations between degrees (i.e., concentration, certificate, bachelor, master's, and/or doctoral).

Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or the equivalent.

All assessment plans should be made available to students and the broader UNM community for review via the website of the college/school/branch.

*If you have any questions, please contact the Office of Assessment at assess@unm.edu or 277-4130.

Please delete this cover page before submitting.

Template
Academic Programs
Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *[Insert College/School/Branch Campus Name]*
2. Department: *[Insert Department Name]*
3. Date: *[Insert current date]*

B. Academic Program of Study*

[Insert Degree or Certificate level, and name of program. Example: B.S. Anthropology]

C. Contact Person(s) for the Assessment Plan

[Insert each person's name, title, e-mail address]

D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)

[List below:]

1. Broad Program Learning Goal(s) for this Degree/Certificate Program

- A.
- B.
- C.
- (etc.)

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1.
- (etc.)
- B.1.
- (etc.)

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Adapted from Kansas State University Office of Assessment

E. Assessment of Student Learning Plan

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program’s one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. Student Learning Outcomes Matrix

[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]

Relationship to UNM Student Learning Goals (insert the program’s SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
<i>[SLO text]</i> <i>[e.g., A.1 The student will be able to communicate effectively in writing.]</i>				

2. How will learning outcomes be assessed? (Address Ai thru Aiii individually or complete the table below)

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the three- year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write “Unsure of measurement type.” There is an expectation that **most of the assessment methods/measures will be direct** measures of student learning with at least 1-2 indirect assessment methods/measures.*
- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the*

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program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
[SLO text] [e.g., A.1 The student will be able to communicate effectively in writing.]			

B. Who: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. **[NOTE: Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course’s student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course’s student population.]**

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

Program SLOs	Year/Semester Year
	Year 1, Summer 20??
	Year 1, Fall 20??
	Year 1, Spring 20??
	Year 2, Summer 20??
	Year 2, Fall 20??
	Year 2, Spring 20??
	Year 3, Summer 20??
	Year 3, Fall 20??
	Year 3, Spring 20??

4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
2. *what is the process for considering the implications of assessment/data for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to pedagogy*
...in the interest of improving student learning.
3. *How, when, and to whom will recommendations be communicated?*