Template

Academic Program

Assessment of Student Learning Plan

College of Arts and Sciences

University of New Mexico

Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first Arts and Sciences Assessment Coordinator. Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically and include everything, including appendices, in one file.

Please delete this cover page before submitting.

\*If you have any questions, please contact the Arts and Sciences Assessment Coordinator at assessmentas@unm.edu.

**Academic Program**

**Plan for Assessment of Student Learning Outcomes**

College of Arts and Sciences

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[[1]](#footnote-1)\***

*[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**

□ *[Attach Cover Sheet for Student Learning Outcomes and associated materials.]*

 OR

 *[List below:]*

# 1. Broad Program Learning Goals for this Degree/Certificate Program

etc.

# 2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM’s broad learning goals]

A.1.

 UNM Goals ( \_\_\_ Knowledge \_\_\_ Skills \_\_\_ Responsibility)

A.2

 UNM Goals ( \_\_\_ Knowledge \_\_\_ Skills \_\_\_ Responsibility)

B.1.

 UNM Goals ( \_\_\_ Knowledge \_\_\_ Skills \_\_\_ Responsibility)

B.2

 UNM Goals ( \_\_\_ Knowledge \_\_\_ Skills \_\_\_ Responsibility)

**E. Assessment of Student Learning Three-Year Plan**

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. **Timeline for Assessment**

*In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when 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.)*

|  |  |
| --- | --- |
| Year/Semester | Assessment Activities |
| Year 1, Fall |  |
| Year 1, Spring |  |
| Year 2, Fall |  |
| Year 2, Spring |  |
| Year 3, Fall |  |
| Year 3, Spring |  |

**2. How will learning outcomes be assessed?**

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, contact* *assessmentas@unm.edu* *for clarification. You should have* ***both direct and indirect measures*** *and at least* ***half of the assessment methods/measures program wide will be direct*** *measures of student learning.*

*iii. Briefly describe the* ***criteria for success*** *related to each direct or indirect measures 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 program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

B. Who: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. This is acceptable if 1) the sample of students is chosen in a way that ensures representativeness of all of the students, and 2) the sample is large enough to achieve reasonable margins of error (confidence intervals) of the assessment measurements. If you wish to avoid calculating confidence intervals, sampling at least 30 students should be acceptable, provided the sampling is representative. To ensure the representativeness of your sample, either chose your sampled students purely at random, and/or select by courses or milestones that they all pass through. Analysis that looks at subgroups within your student population or that uses multivariate methods may require larger samples.

**3. 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. the process for consideration of the implications of assessment 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?*

1. \* 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.). [↑](#footnote-ref-1)