



Assessment Cycle Plan Template

Assessment Cycle: 2010-2011		Date Submitted:	Click here to enter a date.
Academic Degree Program: Click here to enter text.	Degree Level: Click here to enter text.	Submitted by: Contact Email: Contact Phone:	Click here to enter text. Click here to enter text. Click here to enter text.
Department/Division:	Click here to enter text.	College/School:	Click here to enter text.
Mission (<i>Mission of the Academic Degree Program</i>)			
The academic degree program's mission statement links the program to the department, college/school, and ultimately to the overall mission of UMKC. (Does your academic degree program mission support the UMKC mission, your college/school mission, and your department mission?)			
Click here to enter text.			
Goals			
A goal is a general statement about the aims or purposes of the educational experience in the academic degree program. Goals are long range outcomes that are written in broad language.			
Goal 1:	Click here to enter text.		
Goal 2:	Click here to enter text.		
Goal 3:	Click here to enter text.		
Outcomes/Student Learning Outcomes			
An objective is a specific statement that describes a desired learning outcome for the academic degree program. (At least 3-5 student learning outcomes should be identified for each academic degree program; Learning outcomes should be specific, measurable, ambitious, and time bound; Each student learning outcome will be associated with a goal.)			
SLO1	Click here to enter text.		
SLO2	Click here to enter text.		
SLO3	Click here to enter text.		
SLO4	Click here to enter text.		
SLO5	Click here to enter text.		
Measures			
*Identify and describe appropriate assessment instruments or methods for each student learning outcome and establish a criteria level for learning success (achievement target/success criteria). (Multiple measures including direct/indirect, formative/summative are desirable for each student learning outcome; Collect sources of evidence that will convince you and others that your students are reaching the desired learning objectives.)			
SLO1	Click here to enter text.		
SLO2	Click here to enter text.		
SLO3	Click here to enter text.		
SLO4	Click here to enter text.		
SLO5	Click here to enter text.		
Findings			
Analyze the findings from your assessments. Come to a clear understanding and agreement on areas that still present opportunities for academic degree program growth and improvement. (What are the implications of the findings? Are students achieving expected learning outcomes? What program changes could you make to improve student knowledge and skills that did not reach criterion success levels? What can you infer from the data?)			
**Document the findings of assessment. Summarize the results for reporting purposes; be sure to retain detailed documentation on file for reference purposes if needed (accreditation, program evaluation, etc).			
SLO1	Click here to enter text.		
SLO2	Click here to enter text.		
SLO3	Click here to enter text.		
SLO4	Click here to enter text.		
SLO5	Click here to enter text.		

Action Plan
Strategies for using results for program improvement development, methods for reporting results, timeline and responsibility for assessment activities.
Part 1: Reviewing student learning outcome data and making adjustments to the academic program. <i>(What future actions should your program take? How can you assist students develop the learning outcomes you wish them to achieve?)</i>
Click here to enter text.
Part 2: Reviewing and making adjustments to the academic assessment plan. <i>(Are changes necessary in your objectives? Are your assessment methods providing you the quality and quantity of information you need?)</i>
Click here to enter text.

*Be sure to identify & include the State mandated exit exam your unit has declared (major field test or other identified exit competency exam).

** The quality enhancement process is continuous and includes completion of annual assessment cycles that use the results to make improvements to your academic program. Improvements might include revising organizational structure, reallocating resources, revising administrative policies/procedures, revising curriculum, individual course revision, sequencing of courses, inclusion and/or modification of educational experiences and strategies (e.g., undergraduate research, internships, practicum, study abroad, service learning).

Glossary of Terms

Achievement Target/Success Criteria: overall level for satisfactory performance on a student learning outcome

Action Plan: activity sequence designed to help accomplish intended outcomes/student learning outcomes and/or improvement of academic assessment plan

Findings: assessment results for comparison of actual vs. expected achievement level

Goal: broad statement about desired ends

Measure: method to gauge achievement of expected results

Mission: highest aims, intentions, and activities of the entity

Outcome/Student Learning Outcome: measurable statement that describes the knowledge, skill or ability students will possess upon achievement of that outcome as it relates to the mission

Developed utilizing & modifying the following documents:

Virginia Commonwealth University - <http://www.vcu.edu/quality/pdfs/WEAVEManual2002.pdf>

University of Western Washington - http://www.wvu.edu/depts/assess/prog_handbook.pdf

Western Association of Schools & Colleges -

http://www.wascsenior.org/findit/files/forms/Program_Learning_Outcomes_Rubric_4_08.pdf