

**EXAMPLE ASSESSMENT PLAN TEMPLATE:  
UNDERGRADUATE ACADEMIC DEGREE PROGRAMS**

*Example responses and explanations are in red.*

More information about developing learning goals and an assessment plan guide is available at the [UW-Madison Assessment website](http://provost.wisc.edu/assessment/basic-assessment-plan.htm) at: <http://provost.wisc.edu/assessment/basic-assessment-plan.htm>.

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**EXAMPLE Assessment Plan Template – Undergraduate Degree/Major Program**

Whether program personnel decide to paste information into this template, or to utilize a pre-existing document, all bolded items **must** be included and clearly labeled.

**Identifying Information**

School/College: **School of the Ages**

Undergraduate Degree/Major Program Name: **Jurassic Studies**

Faculty Director Contact/Title: **R. Lowery, Chair**

Contact Information: **[regina.lowery@wisc.edu](mailto:regina.lowery@wisc.edu)**

Enter the School/College and degree program name. Include the name of the Faculty Director as well as the name of the primary contact person (if different) along with their email address.

**Student Learning Goals (What)**

Generally, programs have 3 to 5 learning goals; undergraduate programs must have at least three defined learning goals. List the undergraduate student learning goals for this academic degree/major program below. Feel free to add rows if the academic degree/major program has more than five learning goals. *The student learning goals that have been submitted for your academic degree/major program can be found on the [Inside Assessment website](https://provost.wisc.edu/inside-assessment/index.htm) (<https://provost.wisc.edu/inside-assessment/index.htm>).*

1. Students will correctly identify geological and physical evidence from the Jurassic period and clearly articulate the biological underpinnings of the extinction event.
2. Students will apply the scientific method to questions. They will formulate a hypothesis, gather data, and analyze that data to assess the degree to which their work supports the hypothesis.
3. Students will access primary and secondary literature sources, identify relevant work on the topic, and evaluate the scientific content of these works.
4. Students will demonstrate proficiency in the experimental techniques and methods of analysis utilized in the field of Jurassic Studies.
5. Students will utilize technology common to the field of Jurassic Studies to conduct and present their research.

List the student learning goals. Student learning goals that have been submitted can be viewed at Inside Assessment (<https://provost.wisc.edu/inside-assessment/index.htm>).

## Plan for Assessing Each Student Learning Goal

For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in **at least one assessment activity per year** and assessment activities, in total, **must include one direct assessment method**. While programs do not need to assess each learning goal every year, **all learning goals must be assessed within a period of three years**.

Either paste in or use the same numbering as found on the previous page when entering the student learning goals of the program at the top of this table.

**Method** – Enter the methods the degree program intends to use to assess whether or not students are meeting the goal. Considering the entire assessment plan, one assessment method must be a direct assessment.

**Timetable** – Enter the intended timeline for completing each aspect (assessing each goal) of the assessment plan. Keep in mind, **all** of the student learning goals must be assessed within a 3-year timeframe.

Assessment Planning (How)	Students will correctly identify geological and physical evidence from the Jurassic period and clearly articulate the biological underpinnings of the extinction event.	Students will apply the scientific method to questions. They will formulate a hypothesis, gather data, and analyze that data to assess the degree to which their work supports the hypothesis.	Students will access primary and secondary literature sources, identify relevant work on the topic, and evaluate the scientific content of these works.	Students will demonstrate proficiency in the experimental techniques and methods of analysis utilized in the field of Jurassic Studies.	Students will utilize technology common to the field of Jurassic Studies to conduct and present their research.
Method for assessing learning (at least one direct method required)  <i>More than one example of direct measures is given as illustration.</i>  <b>See additional "Assessment Tips" sheet as well as the tip at the bottom of page 4 of this document.</b>	At the end of each Spring semester, all graduating Jurassic Studies students are asked, on the <i>Graduating Senior Survey</i> conducted by the School of the Ages, a series of questions that deal with the extent to which the student feels comfortable utilizing library resources, confident in their skills related to research planning and execution, and their comfort with communicating or making presentations related to Jurassic Studies. Data from these self-reported measures will be compiled annually and applied to the annual reports on specific learning goals (indirect measure).				The faculty member teaching JURS 400 will rate student presentations using a rubric created by the program (direct measure).
	Responses to select questions embedded in assignments and/or test questions completed by all students in JURS 300 will be analyzed (direct measure).	Seniors in Jurassic Studies will briefly reflect (either orally or in writing) on their process of conducting research with their Academic Advisor. Perceptions will be noted for qualitative analysis (indirect measure).	A sample of graduating senior projects (JURS 500) will be scored by a faculty member using a rubric created by faculty members (direct measure).	Responses to select questions embedded in assignments and/or test questions completed by all students in JURS 305Lab will be analyzed (direct measure).	Each Spring semester, all JURS students are encouraged to enter a research presentation showcase. Junior and Senior participant whiteboards will be scored using a rubric created by faculty members (direct measure).
Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)	Year 1 (Spring 2016)	Year 3 (Spring 2018)	Year 3 (Spring 2018)	Year 2 (Spring 2017)	Year 2 (Spring 2017)

\*For examples of direct and indirect methods of assessment, see: <http://provost.wisc.edu/assessment/doing-assessment.htm>.

You may elect to copy and paste this table multiple times if your program has more than five learning goals.

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

The curriculum committee chair for Jurassic Studies will provide assessment updates, keep track of the assessment timeline, and remind by email the faculty teaching key courses to collect student work for (direct) assessment. The curriculum committee chair or academic staff person will compile and perform initial analysis on all student learning assessment data.

Assessment data will be forwarded to the curriculum committee/assessment committee for evaluation and further dissemination.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

Annually, the curriculum committee will review the assessment information and compile a summary report to be reviewed by all faculty during an all department meeting held early in the Fall of each academic year.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

After reviewing the assessment summary, faculty will decide which (if any) items are actionable and provide a report of those plans, along with the initial assessment summary, to the Provost office by October 1st.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

Any actionable items will be discussed during curriculum committee meetings held in the Spring semester. If approved at that time, any curricular/programmatic/co-curricular changes will be implemented the following Fall semester or thereafter.

Provide a response for each of the following logistical questions.

These are not meant to be binding (as personnel and situations may change), but to serve as a guide when moving forward with assessment activity in the degree program.

### EXAMPLE Undergraduate Degree Program Curriculum Mapping Worksheet (Where)

This worksheet, or similar document, **must be included** with the submission of the program’s assessment plan.

- **Learning Goals** – Enter the academic degree program learning goals identified in the assessment plan on the top row of the following chart. (If the learning goals have been submitted to the Office of the Provost, a pre-populated template is available; contact [regina.lowery@wisc.edu](mailto:regina.lowery@wisc.edu).) Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.
- Indicate with a check (X) where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

Fill in all of the courses required to complete the major degree program. It is optional to include elective courses.

Mark the box (X) if the course/experience contributes (either wholly or in part) to a learning goal. Courses/experiences may contribute to multiple learning goals.

Consider utilizing course syllabi and course catalog descriptions, and speaking with faculty members teaching courses, to aid in determining if a course contributes to a particular learning goal.

Curriculum Map (Where) <u>Degree Program Courses or Experiences</u>	Enter program-level learning goals and check (X) which course or experience contributes to which learning goal.				
	Learning Goal #1	Learning Goal #2	Learning Goal #3	Learning Goal #4	Learning Goal #5
CHEM 100	X	X			
CHEM 150 Lab	X	X		X	
LSC 100			X		X
PHYS 200		X			
BIOL 300		X		X	
ZOOL 350	X	X		X	
JURS 300	X	X			X
JURS 305 Lab	X	X		X	
JURS 350		X	X		
JURS 400	X	X	X	X	X
JURS 450	X	X	X	X	
JURS 500		X	X	X	X
Research Showcase		X	X		X
Study Abroad / Internship		X			X

\*Add additional rows as needed to capture all requirements.

Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.

**TIP** - Consider completing the Curriculum Map before developing the assessment plan. This may make clearer the points at which the program can employ programmatic assessment activities.

Consider the assessment activities already taking place within the program (e.g., common performance evaluations, Senior, recent graduate and employer surveys). Do not “re-invent the wheel” if good assessment activities are happening.