Assessment Process Template:
Undergraduate Degree Programs

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).

2. **List** the intended student learning outcomes for the degree program (page 3).
   - What should students know or be able to do if they complete the degree program?

3. **Map** the curriculum onto the student learning outcomes (page 4).
   - Where are the students learning the intended program outcomes?
   - What shared experiences do the students have outside of the curriculum?

4. **Explain** what assessment activity has taken place (page 5).
   - What did you learn from past assessment activities?
   - How did you use what you learned to affirm or improve the student experience?

5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
   - Are the students learning what you want them to learn?
   - How will you know that your students are learning the program outcomes?
   - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment website, attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovez2@illinois.edu or learningoutcomes@illinois.edu.

DUE: May 1, 2017

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Identifying Information

School/College:

Undergraduate Degree/Major Program Name:

Faculty Director Contact/Title:

Contact Information:

Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**
   (identify an individual or team who will coordinate the implementation of the plan)

2. **How will assessment information be shared within the department/program?**
   (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)

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; a template will be provided to collect this information)

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Step 2: Student Learning Outcomes

In this section, please **list** the program's student learning outcomes.

- Look to the campus student learning outcomes as a resource for program-level outcomes. Not all campus learning outcomes need to be present in the program outcomes, and a program may have more than one outcome under a campus outcome.
- The learning outcomes should represent what students are able to do or know as a result of the program.
- Most programs have 3 to 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

Student Learning Outcomes

1.

2.

3.

4.

5.

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Step 3: Undergraduate Degree Program Curriculum Mapping

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

- **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. 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 if required by every student). Feel free to add rows as needed.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
  - May indicate with an X
  - Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

Curriculum Map					
Degree Program Courses or Experiences	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5
Course #1					
Course #2					
Course #3					
Course #4					
Course #5					
Course #6					
Course #7					
Course #8					
Course #9					
Course #10					
Course #11					
Course #12					
Course #13					
Course #14					
Course #15					
Experience #1					
Experience #2					

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.

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Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years? Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, or co-curricular activities (such as internships, study abroad) *and* any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice.

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Undergraduate Degree Programs

Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Looking at your program's student learning outcomes write at *least three questions* you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

Question 1:	*(Enter question about student learning at the program level)*	
	Student Learning Outcome:	*(Enter the number of the program level SLO)*
	Sources/Methods for acquiring evidence:	*(List the sources of evidence, i.e. student capstone paper)*
	Timeline:	*(Write academic year for this analysis)*
Question 2:		
	Student Learning Outcome:	
	Sources/Methods for acquiring evidence:	
	Timeline:	
Question 3:		
	Student Learning Outcome:	
	Sources/Methods for acquiring evidence:	
	Timeline:	
Question 4:		
	Student Learning Outcome:	
	Sources/Methods for acquiring evidence:	
	Timeline:	
Question 5:		
	Student Learning Outcome:	
	Sources/Methods for acquiring evidence:	
	Timeline:	