ASSESSMENT PLAN TEMPLATE

**UNDERGRADUATE & GRADUATE CERTIFICATE PROGRAMS**

This assessment plan template is meant to outline a systematic approach to reviewing the student learning experience for your certificate program. A simple, straightforward assessment plan includes:

* **What** – What are students expected to learn?
* **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning outcomes?
* **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to?
* **So What** – Faculty review the assessment activity findings to determine if students are meeting the expectations and identify ways to improve the program, if necessary.

More information about developing learning outcomes and an assessment plan guide is available on the UW-Madison Assessment website [https://assessment.provost.wisc.edu](https://assessment.provost.wisc.edu/).

**Certificate Program Name:**

**Certificate Level (Undergraduate or Graduate/Professional):**

**Faculty Director Name, Contact Information, Title:   
Primary Program Contact Name, Contact Information, Title:**

**Date this assessment plan was adopted by the program faculty:**

**Student Learning Outcomes (*What*)**

Generally, undergraduate and graduate certificate programs have 1 to 5 learning outcomes; undergraduate and graduate certificate programs must have one defined learning outcome. List the learning outcome(s) for this certificate program below.

1.

2.

3.

4.

5.

**Curriculum Map (*Where*)**

* **Learning Outcomes** – Enter the certificate program learning outcomes identified in the previous section on the top row of the following chart. Alternatively, use the numbering in the list above in the chart.
* **Degree/Major Program Courses/Experiences** – List all certificate program requirements (in some cases co-curricular experiences may also be included).
* Indicate where the course or learning experience contributes to each of the learning outcomes. Courses may contribute to multiple learning outcomes.

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| --- | --- | --- | --- | --- | --- |
| **Curriculum Map**  ***(Where)*** | Enter program-level learning outcomes and mark which course or contributes to which learning outcome. | | | | |
| **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 |  |  |  |  |  |
| *\*Add or remove rows or columns as needed to capture all requirements and learning outcomes.* | | | | | |
| **Assessment Planning (*How*)** | For each learning outcome, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning outcome 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. | | | | |
| Method for assessing learning (at least one direct method required) |  |  |  |  |  |
| Timetable for assessment activity (at least one activity each year; all outcomes reviewed in a 3-year cycle) |  |  |  |  |  |

*\*For examples of direct and indirect methods of assessment, see the UW Madison Assessment website..*

**Assessment Review and Reporting (*So What*)**

1. Who is responsible for assessment? (Identify a three-member team who will coordinate the implementation of the plan on an annual basis, usually the program chair, and two other members from the faculty or academic staff):
2. What is the plan for review of the assessment information? (Typically an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, completion, and other features of the student experience. This is also a good time to review and update the certificate implementation form):
3. What is the plan for production of annual summary report? (typically a summary of the materials that forms the basis of the discussion at the annual meeting, the content of the discussion, and any recommendations):
4. How will recommendations be implemented? (explain the general process by which recommendations will be implemented):

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Information on certificates <http://apir.wisc.edu/certificates.htm>

Information on assessment [https://assessment.provost.wisc.edu](https://assessment.provost.wisc.edu/)