**EXAMPLE ASSESSMENT PLAN TEMPLATE:**

**GRADUATE ACADEMIC DEGREE PROGRAMS**

***Example responses and explanations are in red.***

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/).

**EXAMPLE Assessment Plan Template – Graduate 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.

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.

**Identifying Information**

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

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

**Graduate Degree Level (M.S., M.A., Ph.D., DMA, etc.): Ph.D.**

**Faculty Director Contact/Title: R. Lowery, Director of Graduate Studies  
Primary Contact Information:** [**regina.lowery@wisc.edu**](mailto:regina.lowery@wisc.edu)

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

Assessment of graduate-level learning outcomes is one of the many ways in which our campus ensures the integrity of its degrees and the quality of the student experience. List the graduate student learning outcomes for this academic degree program below. Feel free to add rows if the academic degree program has more than five learning outcomes.

1. Students will formulate ideas and concepts, as well as designs or techniques, beyond the current boundaries of knowledge within Jurassic Studies.

List the student learning outcomes. Student learning outcomes that have been submitted can be viewed in the Guide.

1. Students will articulate research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of Jurassic Studies.
2. Students will create research and scholarship that makes a substantive contribution to the field of Jurassic Studies.
3. Students will demonstrate breadth within their learning experiences.
4. Students will communicate complex ideas in a clear and understandable manner.
5. Students will foster ethical and professional conduct.

**Plan for Assessing Each Student Learning Outcome**

Either paste in or use the same numbering as found on the previous page when entering the student learning outcomes 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 outcome. Considering the entire assessment plan, one assessment method must be a direct assessment.

Examples can be found on the UW Madison Assessment website.

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

For each of the degree major/program student learning outcomes, indicate how the program plans 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**. While programs do not need to assess each learning outcome every year, **all learning outcomes must be assessed within a period of three years**.

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| **Assessment Planning (*How*)** | **Learning Outcomes** | | | | | | | |
| 1. Students will formulate ideas and concepts, as well as designs or techniques, beyond the current boundaries of knowledge within Jurassic Studies. | | 2. Students will articulate research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of Jurassic Studies. | 3. Students will create research and scholarship that makes a substantive contribution to the field of Jurassic Studies. | 4. Students will demonstrate breadth within their learning experiences. | 5. Students will communicate complex ideas in a clear and understandable manner. | | 6. Students will foster ethical and professional conduct. |
| Method for assessing learning **(at least one direct method required)**  *More than one example of direct measures is given as illustration.*  **See additional “Assessment Tips” sheet as well as the tip at the bottom of page 4 of this document.** | Upon presentation of the dissertation topic each committee member will evaluate the proposed work using a rubric created by faculty members (direct measure). | | | Faculty advisor will note students who have papers published or present at conferences on the student’s IDP (Individual Development Plan). Counts will be reported (indirect measure). | The faculty advisor will note prior course-taking, research and teaching assistantship assignments, and other activities for students at the comprehensive exam stage. This outcome is met with successful completion of a doctoral minor, or by 3 or more courses / activities outside of JURS (indirect measure). | Students teaching a course within JURS will be observed by a faculty member and have that class presentation evaluated using a rubric created by faculty members (direct measure). | | Faculty members will monitor IRB proposals, FERPA / Research training information, and academic integrity / misconduct proceedings for JURS students on an ongoing basis (indirect measure). |
|  | During (or immediately following) the dissertation defense, each committee member will evaluate the dissertation document and oral defense presentation using a rubric created by faculty members (direct measure). | | | Students transitioning to doctoral candidacy, complete a departmental survey examining their perceptions of their course of study thus far, confidence in skills related to research planning and execution, and comfort with communicating and presenting on topics in the major. Data from these self-reported measures will be compiled annually (indirect measure). | Students will successfully complete Teaching Assistant (TA) training (indirect measure). | | |
| Students will successfully complete a written comprehensive examination after coursework is complete and prior to proposing research (direct measure). | |  |  | The faculty advisor will note students who have papers published or who present at conferences on the student’s IDP (Individual Development Plan). Counts will be tallied and reported (indirect measure). | |
| Timetable for assessment activity **(at least one activity each year; all outcomes reviewed in a 3-year cycle)** | Annually  (2017, 2018, 2019) | | | | Year 3  (2019) | Every other year  (2017, 2019) | | |

*\*For examples of direct and indirect methods of assessment, see the UW Madison Assessment website* [*https://assessment.provost.wisc.edu*](https://assessment.provost.wisc.edu/)*.*

*You may elect to copy and paste this table multiple times if your program has more than six learning outcomes.*

The program is also responsible for providing answers to the following questions as part of your assessment plan.

Provide a response for each of the following logistical questions.

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

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 (Professor Alan Grant) will provide assessment updates to all program personnel and remind all faculty members serving on student committees and supervising teaching assistants to complete rubric information for (direct) assessment. The curriculum committee chair and an academic staff person (John Arnold) 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.

1. **What is the plan for review of the assessment information?** (This will typically occur 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, at the September meeting of the curriculum committee, assessment results (compiled by Alan Grant and John Arnold) will be reviewed. The curriculum committee will produce an initial summary to be presented at the “All Faculty” department meeting held early in the Fall (usually scheduled in October) of each academic year.

1. **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 and comments from the “All Faculty” department meeting, the degree program’s executive committee 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.

1. **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 late Fall and early Spring semesters. Proposals will be developed and go through the appropriate governance steps at that time. If approved, any curricular/programmatic/co-curricular changes will be implemented the following Fall semester or thereafter. The department will monitor all new implementations annually, with a more comprehensive report being compiled during the appropriate student learning outcome assessment year (within the 3-year timeline).

**EXAMPLE Graduate Degree Program Curriculum Mapping Worksheet *(Where)***

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 outcome. Courses/experiences may contribute to multiple learning outcomes.

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 outcome.

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 outcomes.
* **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 outcomes. Courses may contribute to multiple learning outcomes.

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| **Curriculum Map**  ***(Where)*** | Enter program-level learning outcomes and check (X) which course or experience contributes to which learning outcome. | | | | | |
| **Degree Program Required Courses or Experiences\*** | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 | Learning Outcome #5 | Learning Outcome #6 |
| ZOOL 700 |  | X |  | X |  |  |
| BIOL 750 |  | X |  | X |  |  |
| JURS 700 | X | X |  |  |  |  |
| JURS 750 | X | X |  |  |  |  |
| JURS 800 | X | X | X |  | X | X |
| Completion of Doctoral Minor / Breadth Requirement | X |  |  | X | X |  |
| Teaching Assistantship |  | X |  |  | X | X |
| Research Assistantship | X | X | X | X | X | X |
| Laboratory Experience | X | X | X | X | X | X |
| Written Comprehensive Examination |  | X | X |  | X | X |
| Dissertation (written document) | X | X | X |  | X | X |
| Dissertation (oral defense) | X | X | X |  | X | X |
| *\*Add additional rows as needed to capture all requirements.* | | | | | | |

*Minimally, all of the courses/experiences 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.