

Basic Standards for Academic Assessment Planning

Guidance from APAC

At a minimum, all program Assessment Plans should have the following components:

Mission Statement

The mission statement for a program should detail:

1. What knowledge, skill, attitudes students will develop uniquely in the program
2. How getting a degree in the program from Roanoke differs from getting a degree in the program from another institution

Student Learning Outcomes

Each program Assessment Plan must have 4-6 Student Learning Outcomes. These represent the highest program level outcomes. Programs have many outcomes, but when it comes to Assessment Planning, Student Learning Outcomes (SLOs) represent the outcomes that receive the most attention in the curriculum and account for the largest percentages of teaching and learning efforts in the program. INQ Student Learning Outcomes are not Program outcomes. Program outcomes go beyond INQ. If you do have an INQ outcome like written communication in your assessment plan, it must 1) be VERY clear how the expectation goes beyond the INQ outcome, and 2) be in addition to the 4-6 Program outcomes.

Measures

Each SLO must have 2-3 Measures. Measures should primarily be Direct Measures (i.e. exam, written assignment, project, etc.). Some Measures should be Indirect Measures (i.e. survey questions that ask student to self-report learning, etc.)

Targets

Each Measure needs a Target. The Target is just that. It's what the program is aiming for as an outcome. Targets are arbitrary and should be set and evaluated in context by the program faculty.

Additionally, Assessment Plans should be accompanied by:

- a program Assessment Map
- any Rubrics that were used in the assessment process