# MSU Program Assessment Report

# Summary of Results & Assessment Activities

# AY2022-2023

## MSU Program Assessment Report

**MONTANA STATE UNIVERSITY**

# Table of Contents

# Assessment Review Process

At Montana State University (MSU), externally accredited programs are not currently required to submit annual or biennial academic program assessment reports. All other undergraduate majors, minors, and certificates are expected to conduct annual assessment of their programs. Graduate programs, including graduate certificates, are assessed biennially. The program assessment cycle is focused on improving student learning. Each program is encouraged to revisit their goals from the previous cycle, determine which program learning outcomes (PLOs) they will assess within their programs and create a plan to collect, assess, and analyze the student work related to specific courses using specially created program assessment rubrics. This data informs future program improvements and complies with accreditation requirements set forth by MSU's institutional accreditor, the Northwest Commission on Colleges and Universities (NWCCU).

The assessment process is led by the Office of Academic Affairs and guided by the Assessment and Outcomes Committee (AOC) which is made up of a mix of faculty and administrative representatives from each College as well as University Data Analytics and Academic Support Staff. The AOC does not conduct the program assessment on behalf of the programs. Faculty are in charge of their curriculum and are, therefore, in charge of the planning and implementation of their assessment processes in their respective departmental units and programs.

The following report contains information about Program Assessment at MSU, the results of the 2022-23 Academic Program Assessment Reports submitted to the AOC for review during the fall 2023 and spring 2024 semesters, and information about the work of the AOC during the 2023-2024 academic year.

## Program Assessment at MSU

This report covers results from program assessment reports that were submitted in the fall of 2023 for data collected during the 2022-2023 academic year for undergraduate programs or data collected during the 2021-2022 and 2022-2023 academic years for graduate programs on the ODD year program assessment cycle. Faculty gather and analyze data during the academic year, discuss the results and possible changes at the beginning of the next academic year, and submit the annual or biennial report to the AOC by October 15.

Faculty are instructed to use a shared template that can be found on the Assessment Report Templates website in order for the AOC to provide structured feedback, as well to aid in data collection related to assessment processes.

Two members of the AOC reviewed each submitted report using a rubric designed to evaluate the quality of assessment reports and to provide feedback and additional support to faculty in an effort to improve their assessment processes (Appendix B). Feedback reports based on AOC reviews were shared with report submitters and Department Heads to aid in future assessment planning.

## Assessment Results

The list of programs at MSU is constantly changing as new options, certificates, and degree programs are approved and others moved into moratorium. Maintaining an accurate list and making updates to the list

is an ongoing endeavor and maintained by the Assistant Provost. Since the list of programs strives to account for all majors, minors, and certificates at both the undergraduate and graduate level, all academic programming is included in the numbers presented in this summary report rather than combining minors into their same-named majors. Since these data are updated by hand and not pulled from a specific dataset or software application, and all "value to degree" options (i.e. minor and certificates) are included, total numbers may not be equal to the exact number of programs found in other datasets (e.g. Banner or NWCCU) that combine major options into the initial major..

*Program Assessment Reports Expected*

There were a total of 391 majors, minors, and certificates at the undergraduate and graduate level informing this report (Appendix A). This includes all programs offered at MSU, including the externally accredited programs, and majors offering multiple options, focuses, or tracks. Of the programs not externally accredited, a total of 216 programs were expected to be assessed in the 2022-23AY and reports were submitted covering assessment of 165 of those programs.

As noted in Fig. 1, the 2022-23AY had fewer reports expected than the previous year, but the total number of programs assessed was comparable. The number of expected assessment reports change from year to year because of the biennial reporting cycle for graduate programs.
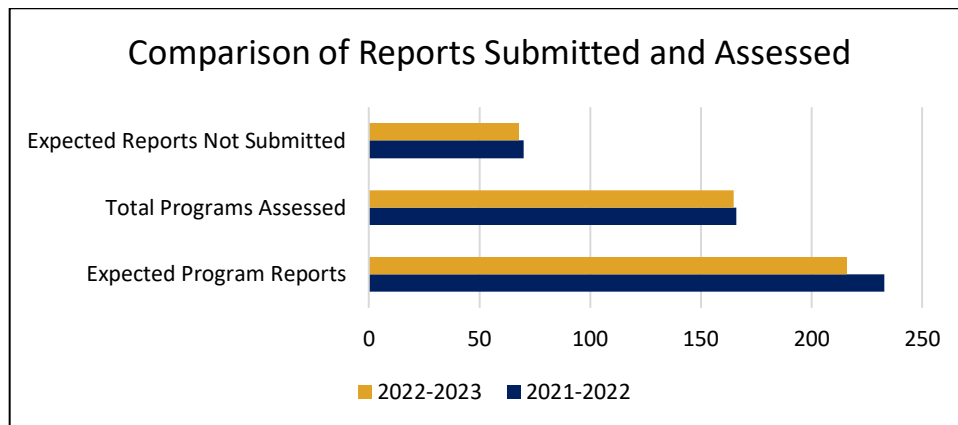


Figure 1. Comparison of reports expected, submitted, and assessed 2022-23 and 2021-22.

*Program Participation in Assessment Process*

As can be seen in Fig. 2., there was a 76% participation rate for program assessment reports that were expected to be submitted for the 2022-2023 academic year. This is slightly better than the 71% participation noted in the 2021-2022 academic year.
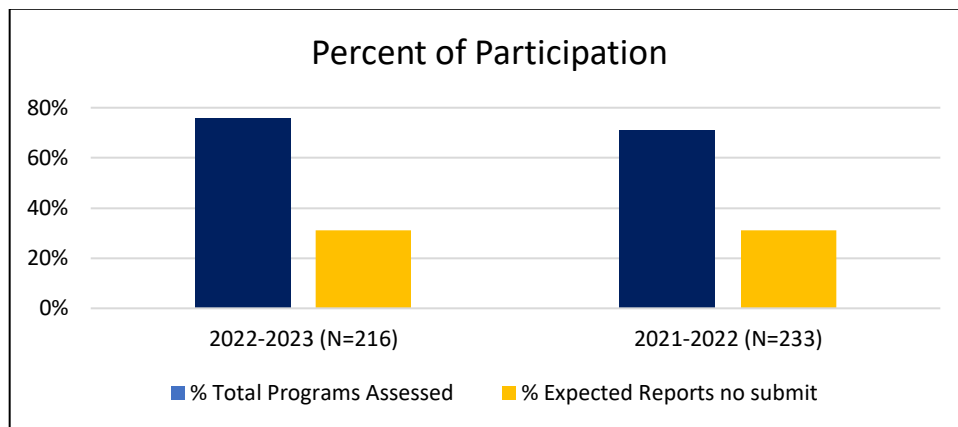
**Percent of Participation**

Figure 2. Percent of programs participating in assessment.

## AOC Assessment Review Process and Results

As noted above, members of the AOC review submitted program assessment reports and provide feedback as a part of our mission to continuously improve the quality of programs and student learning at MSU. Programs generally submit a single report covering multiple programs. This is usually for efficiency purposes (e.g., using the same student artifacts to assess for similar PLOs across programs because a course is embedded in multiple majors or options within the major, or a program has multiple options or minors attached to a given major).

During the 2022-2023 assessment cycle, 58 program assessment reports were submitted to the Office of Academic Affairs and the AOC for review. Additionally, five Year 0 Program Assessment Planning reports were also reviewed by the AOC. Year 0 reports are used by new programs or programs undergoing extensive curricular revision and are submitted for feedback from the AOC. Year 0 Assessment Plans do not include any program assessment reporting. Programs are given time to create and plan their assessment schedule and then begin to implement that plan the following academic year with added suggestions and input from the AOC. Ultimately, faculty determine how to engage in assessment in their programs and are not obligated to stick to their previous assessment plan if it is decided they need to improve a program learning outcome ahead of schedule.

## Review Process

Two members of the Assessment and Outcomes Committee were assigned to review each program assessment report using a rubric to evaluate how programs reported their data (Appendix B). This rubric was re-created in Qualtrics software to aid in data collection and analytics later. Criteria were created to measure six aspects of program assessment reporting on a 5-point Likert scale ranging from Outstanding to Inadequate/Not Included: 1) how well program learning outcomes are written and mapped to the program curriculum; 2) the assessment plan and schedule; 3) interpretation of the assessment findings; 4) sharing results with faculty; 5) changes that will be made in response to the findings to improve student learning within programs; and 6) "closing the loop" – a review of what assessment was done previously,

how that was impacted by the current assessment, and what the plan for the next assessment might be. Qualtrics data was compiled by the Assistant Provost and used to produce the information in this report.

The data exhibited in Table 1 demonstrates how AOC reviewers scored each section of the program report. On average, across all criteria, departments are doing well in their program assessment endeavors. Although no minimum threshold has ever been set by the AOC, it is notable that 83% scored Achieving or higher across all measures.

Table 1. AOC Review of Program Assessment Reports for AY 2023-2023

| Criteria | Outstanding | Excellent | Achieving | Needs Development | Inadequate or Not Present | Meeting Threshold of Achieving or higher |
|---|---|---|---|---|---|---|
| **Program Learning Outcomes**: Student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program. The majority of these outcomes are at a high cognitive level. | 34% | 34% | 20% | 10% | 3% | 88% |
| **Assessment Plan:** The report describes the methodology for data collection and analysis. | 33% | 28% | 25% | 12% | 2% | 86% |
| **Assessment Findings:** Findings describe what was learned from the assessment measures. Comparisons are made to threshold values (if they are present). Thoughtful interpretation is made to define areas of strength and areas that need improvement based on analysis of data. | 46% | * | 42% | 6% | 5% | 88% |
| **Sharing Results:** Faculty results were communicated to the department, or program faculty, with a forum for faculty feedback and recommendations. | 31% | 26% | 23% | 9% | 11% | 80% |
| **Changes in Response to Findings**: The findings are used to inform annual action plans to improve the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum, or strategic planning. | 35% | 24% | 10% | 10% | 14% | 69% |
| **Closing the Loop:** Based on assessment or faculty discussion from previous years, program level changes that have led to program improvements have been implemented and are described. | 26% | 21% | 10% | 7% | 15% | 57% |
| **Averages of Success Overall** | 83% | | | 9% | 8% | |

As noted in Table 1, Qualtrics did not generate any data related to the "Excellent" rating for the "Assessment Findings" criteria. Raw data indicates reviewers did not use the "excellent" level of rating for the assessment findings criteria, but that is highly unlikely. This indicator will be reviewed again during the next AOC rubric revisions since this is the second year that Qualtrics has generated findings for this criterion without separating Excellent from either Outstanding or Achieving in the results.

Regardless of the noted nuance in the Assessment Findings data, 88% of programs are expressing their Assessment Findings in a thoughtful manner that supports endeavors to improve student learning.

The last two sections of the report, Changes in Response to Findings and Closing the Loop, continue to be the weakest area of program assessment and is an area that will be revisited by the AOC for discussion to determine what additional training and support can be offered to faculty and curriculum committees.

## Building a Culture of Assessment

During the accreditation cycle spanning 2017-2018 AY through 2022-2023 AY, a primary goal of program assessment at MSU has been to build a culture of assessment. It can be a challenging undertaking, but based on the data collected, the culture of assessment is improving each year. As already noted in Table 1, most programs that are participating in this process are thoughtfully reporting their assessment plans, processes, and findings.

Two self-reporting measures have been included in the annual program assessment reporting templates to help measure whether faculty were supporting and engaging in a culture of assessment. Data for the following self-reporting measures have been collected:

1. Was the assessment conducted consistent with the assessment plan?
2. Will there be any changes based on the results of the assessment?

Table 2: Self-reported Faculty Data Measuring Changes for Future Assessment

| Academic Year | N=Reports Received | Faculty Self-Reporting Measure: Assessment Consistent with Plan | Faculty Self-Reporting Measure: Changes to Curriculum or Future Assessment Based on Results |
|---|---|---|---|
| 2017-2018 | No data collected for these measures during this time. | | |
| 2018-2019 | | | |
| 2019-2020 | unknown | 73% | 27% |
| 2020-2021 | 43 | 75% | 40% |
| 2021-2022 | 76 | 70% | 51% |
| 2022-2023 | 55 | 83% | 60%* |

*AOC reviewers noted that 60% of faculty self-reported that changes to the curriculum or future assessments based on results were being made; 30% indicated there were no changes being made to curriculum or future assessment and provided additional comments explaining confusion about this; 24% indicated that this was unclear and provided additional comments. See below for further explanation.

It is worth noting that the first measure: "faculty self-reported whether their assessment was consistent with their plan" has been a standard Yes or No question on the Program Assessment Planning Template

since this measure was first included on the reporting template.  The "changes to curriculum or future assessment based on results" criterion has been self-reported most years by faculty on their reporting template with the same Yes or No measure.

During the data analysis of the 2021-2022 AY reporting cycle, however, it was noticed by the AOC reviewers that many faculty were seemingly contradicting their Yes or No answer in the reflective portion of the Closing the Loop section of their program assessment reports.  Data analysis over the last two years has indicated that faculty sometimes say "no" to whether they are making changes to the curriculum or future assessments, even when indicating in the Closing the Loop section of the reporting that they are, in fact, making some kind of curricular or program assessment process changes based on their assessment findings.

For the 2022-2023 AY Program Assessment Report Review process, in order to determine whether this sense of contradiction was actually occurring, AOC reviewers were asked to review faculty qualitative responses within the section related to "Changes in Response to Findings," and indicate in the Qualtrics survey Yes or No if they noted any references to changes in the curriculum or future assessment based on results. AOC reviewers were given an opportunity to provide additional information if clarification was needed for any of their answers (Yes=60%; No=30%; Unclear=24% - this option could be chosen alone or as an additional option with either the Yes or No answer, but often overlapped with the No answers).

A sample of clarification comments by AOC Reviewers is provided below and supports the observations made during the 2021-2022AY cycle the previous year:

- Plans to review PLOs, update assignments, and thresholds are all a part of changes to be made in response to findings.
- Program has realized that being proactive and planning ahead resulted in a better assessment process.
- Unclear if they are going to make any changes to curriculum.
- It is confusing to have a program report that no plan of action was deemed necessary but in the next part they say that they are planning to target PLO #1.
- Several changes are being made; switching program offering overall to different terms to accommodate student schedules; one course was extended to a full semester offering; and a new course has been designed - not sure how the assessment supported the changes.
- This is unclear to me - they say no changes were made but then noted that they are going to expand the assignment to include extra small group help sessions related to R.
- There was an overhaul of the major and minor to reduce credits to make programs more accessible. Not clear if changes are based on the results of this (or prior year) assessments.
- Report cites "Discussion between faculty on how they create other assignments (like the one above) that engage students." however no changes to the assessment process itself.
- The department mentions overhauling the curriculum, but this was in response to their curriculum review rather than to a review of the two LOs in this report. Was any change made in response to the review of the LOs?
- The department describes changes it is making to its courses, but does not mention changes to future Program Assessments.
- Future plans were not identified.
- Section 6 of the report indicates there is a process for sharing program updates with advisory groups, NTT faculty, and alumni. Specific details about changes to future assessments based on

the results of these findings are not included. An earlier reference to reviewing the rubric was made in section 5.

- No changes were prescribed, but the report noted that application precision agriculture practices would have enhanced the student responses.

Based on this feedback from AOC reviewers, this is an area of the reporting template and review rubric that the AOC will revisit during the 2024 fall semester to determine if the suggestions and questions included in the Closing the Loop section is confusing on the template and, therefore, leading to ambiguity in the reporting.

# Summary of 2023 Assessment Results

## Areas of Strength

1. Most programs are using the updated reporting templates which aid in streamlining the AOC review process, and most turn in reports by the October 15 deadline.
2. There was an increase in the percentage of expected reports being submitted from 71% in the 2021-22AY to 76% during the 2022-23AY.
3. Programs have done an excellent job of creating assessment plans and identifying appropriate data sources to assess program learning outcomes.
4. Programs are doing a very good job in writing learning outcomes that are measurable and actionable.

## Areas of Attention & Continued Monitoring

1. While programs are making steady progress in their assessment planning and reporting, they are not fully interpreting and reporting out on their results in a manner that demonstrates how they will use the information to improve their programs.
2. Programs that have continually met their thresholds may need support to think more deeply about their assessment processes.
3. Some programs are still using final grades as their evidence for assessment.
4. Participation and compliance with annual and biennial assessment cycle is 76%; there is room for improvement in this regard.

# Assessment and Outcomes Committee

The Assessment and Outcomes Committee (AOC) monitors and guides the assessment processes at MSU, provides feedback to departments, and develops templates and information about the assessment process. The membership during the 2023-2024AY included:

| Assessment & Outcomes Committee Members (2023-2024) | | |
|---|---|---|
| Agriculture | Jennifer Thomson | Associate Professor; Associate Dean for Academic Programs |
| Arts and Architecture | VACANT | |
| Business | Brian Gillespie | Associate Dean |
| EHHD | Sarah Pennington | Associate Professor; Department Head of Education |
| Engineering | Brett Gunnink | Professor; Dean of Engineering |
| Letters and Science | Michelle Miley | Associate Professor (English); Associate Dean for Faculty and College Affairs |
| Nursing | Susan Raph | Clinical Professor (Nursing); Associate Dean for Academic Affairs |
| Gallatin College | Sarah Maki | Associate Dean |
| Honors | Steven Davis | Assistant Teaching Professor (Chemical & Biological Engineering; Honors); Assistant Dean of Honors College |
| University Data & Analytics | Mary Kate Blake | Assistant Teaching Professor (Education; Sociology & Anthropology); Senior Data Scientist |
| Graduate School | Craig Ogilvie | Associate Vice President of Research & Dean of the Graduate School |
| Graduate School | Donna Negaard | Assistant Dean |
| Faculty Senate | VACANT | |
| Faculty | Lauren Davis | Assistant Professor (Education) |
| Faculty | Mike Dean | Director Culinary Arts (Gallatin College) |
| Academic Affairs - Chair | Deb Blanchard | Assistant Provost – Curriculum & Assessment |

## Assessment Activities Conducted 2023-2024AY

AOC Rubric Review Training: The AOC held a session to "norm" the process for reviewing submitted reports in fall 2023 (Appendix C). As a part of that endeavor, the AOC reviewed and discussed *Assessment by Design: A practical approach to improve student learning* by Sheri H. Barrett, to help norm language and processes for the AOC members new to assessment. The AOC determined it was an appropriate foundational text upon which to design training and support for faculty assessment and curriculum teams across campus. The Assistant Provost will continue to use this resource for future trainings.

AOC Review Processes: A new process for reviewing submitted reports was created in a Teams Channel called "Assessment Report Review Folder." Folders were created to hold reports for each AOC reviewer in order to keep better track of which reports had been reviewed and completed. Additionally, a table was created so AOC members could connect with their assigned partner if they wished to collaborate on their mutually assigned reports to review. This was not used as fully as it could have and will be encouraged during the next review cycle in order to support better interrater reliability for feedback purposes.

Program Assessment Reporting Template Edits for 2023-2024 AY: Based on the AOC review feedback results, the AOC made adjustments to the reporting templates for the 2023-2024 AY cycle. An instruction page was added to the beginning of the Annual & Biennial Assessment Report template to include

additional instructions and explanation for each step in the reporting process, as well as to expand the sections in the report to include the following:  1) Past Assessment Summary, 2) Action Research Question, 3) Assessment Plan, Schedule, and Data Source(s), 4) What was Done, 5) What was Learned, 6) How we Responded, and 7) Closing the Loop(s) (Appendix D). An instruction page was also added to the Year 0 Assessment Plan Report template (Appendix E).

Review of Student Assessment Policy: At the request of the Vice Provost for Curriculum, Assessment and Accreditation, the AOC reviewed policy language of the 2004 Student Assessment Policy and made suggestions for the Assistant Provost to share with the Provost and other faculty review committees.

Review of 7-Year Accreditation Report:  At the request of the Vice Provost for Curriculum, Assessment and Accreditation, the AOC reviewed and provided feedback on sections of the NWCCU Standard 1.C prepared for inclusion in the Accreditation Report in preparation for the October 2024 accreditation visit.

## Training & Workshops

- September 2023: Two online "drop-in" sessions were held by the Assistant Provost for faculty who wanted to discuss assessment processes and procedures ahead of the October 15 deadline. Since these sessions were not widely attended, more face-to-face meetings will be scheduled with department heads and curriculum committees in September and October 2024 to inform faculty about AOC processes and seek better ways to support them.

## AOC Goals & Activities for 2024-2025AY

- Assistant Provost will conduct more direct outreach to faculty regarding assessment process and procedures to support assessment endeavors and to collect feedback from faculty on what the AOC can do better in providing feedback in the future.  Drop-in hours every other week in September and October 2024 have been scheduled for department heads and curriculum committee members to have face-to-face time to discuss assessment processes and procedures ahead of the October 15, 2024 report deadline.

- Assistant Provost will continue to organize AOC training with the goal of norming the program assessment report review process to reduce inter-rater reliability issues when providing feedback to programs.

- The Qualtrics survey will be reviewed and potentially re-created for the 2023-2024AY report feedback cycle to fix old coding errors from the previous surveys that may be impacting "Excellent" measures in the "Assessment Findings" category.

- The AOC will discuss and review the Annual & Biennial Assessment Report Templates to: 1) see if there is any language that needs to be clarified in the Closing the Loop section, and 2) to include an IDM grid per the Vice Provost's request to determine if academic programs are embedding institutional learning outcomes in the curriculum. This would be to support Core assessment processes.

- The Assistant Provost has been invited to sit on a committee at the state level to provide feedback to the Office of the Commissioner of Higher Education (OCHE) related to preparing a request to plan for Program Assessment software that could be used across the MUS and be compatible with the new LMS Canvas.  Discussions and input will be sought from the AOC (as well as other campus partners) on what might be useful for MSU going forward.

APPENDIX A
AOC RUBRIC FOR PROGRAM ASSESSMENT REPORT ELEMENTS

2022-2023 Rubric for Program Assessment Report Elements (Holistic View)

| | Outstanding | Excellent | Achieving | Needs Development | Inadequate or No Evidence Provided |
|---|---|---|---|---|---|
| **Program Learning Outcomes** - Student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program. The majority of these outcomes are at a high cognitive level. | Outcomes are stated with clarity and specificity including precise verbs and rich descriptions of the content/skill/or attitudinal domain. | Outcomes generally contain precise verbs and rich description of the content/skill/or attitudinal domain. | Outcomes are present, but with imprecise verbs (e.g. know, understand), vague description of content/skill/or attitudinal domain. | Outcomes are included that describe course level evaluation. No program level outcomes are included that explicitly describe what students know, understand, or are able to do. | Outcomes are absent. Program learning outcomes section describes program goals and objectives rather than student learning outcomes. |
| **What Was Done and How Data Were Collected Sections (Assessment Plan)** - The report describes the data collection and analysis methodology. | The data collection process is clearly explained and is appropriate to the specification of desired results (e.g. representative sampling, two or more trained raters for performance assessment). Measures are appropriate as evidenced by tools (i.e. rubrics) that clearly align with learning outcomes. | Enough information is provided to understand the data collection process, such as a description of the sample, testing protocol, and rater review. However, there is insufficient information in some aspects of the data collection and analysis. | At a superficial level, it appears that content assessed by the measures matches the outcomes, but no explanation is provided | Limited information is provided about data collection such as who and how many took the assessment, but not enough to properly evaluate the process. | A discussion of assessment measures and plan is absent or vague. |
| **What was learned (Assessment Findings)** - Findings describe what was learned from the assessment measures. Comparisons are made to threshold values (if they are present). Thoughtful interpretation is made to define Areas of Strength and Areas that Need Improvement based on analysis of data. | Results are present, and they directly relate to data collected. Interpretations of results seem to be reasonable given the outcomes, desired results of outcomes, and methodology. | Results are present, and they directly relate to the outcomes and desired results for outcomes, but presentation is difficult to follow. Interpretations of results seem to be reasonable inferences given outcomes, desired results of outcomes, and methodology. | Results are present, but it is unclear how they relate to the outcomes or desired result from for the outcomes. Interpretation attempted, but the interpretation does not refer to the outcomes or desired results of outcomes. Or the interpretations are not clearly supported by the methodology and/or results. | Findings from assessment measures are summarized and clearly reported by outcome. However, there is no interpretation of results. | No findings from assessment measures are reported. |

|  | Outstanding | Excellent | Achieving | Needs Development | Inadequate or No Evidence Provided |
|---|---|---|---|---|---|
| **How We Responded - Sharing Results with Faculty** - Results were communicated to the department, or program faculty, with a forum for faculty feedback and recommendations. | Information provided to all faculty in a forum that allowed for discussion of results. Mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders, as appropriate. | Information provided to all faculty that allowed for discussion of results. Mode and details of communication clear. | Information provided to all faculty but no evidence of discussion. | Information provided to a limited number of faculty or communication process unclear. | No evidence of communication |
| **How We Responded - Changes in Response to Findings** - The findings are used to inform annual action plans to improve the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum or strategic planning. | Learning Outcome(s) for change is identified and changes are described and justified based on the findings, or no changes are warranted based on the findings so far. Action plan for assessing this change is included. | Changes are described and justified based on the findings, or no changes are warranted based on the findings so far. Action plan is present, but not specific | Changes are described and justified based on the findings, or no changes are warranted based on the findings so far. | Changes, in the form of action plans, are described but not justified by findings or linked to learning outcomes. | No action plans based on findings are reported. |
| **Closing the Loop** - Based on assessment from previous years, program level changes that have led to program improvements have been implemented and are described. | Strong evidence, from direct measures, supporting learning improvements due to program modifications. This program responded to previous assessment results, made curricular and/or pedagogical modifications, reassessed, and found that student learning improved. | Evidence, from direct measures, suggesting learning improvements due to program modifications. This program responded to previous assessment results, made curricular, and/or pedagogical modifications, re-assessed and found that student learning improved. | Examples of improvements (or plans to improve) documented and directly related to findings of assessment. Improvements lack specificity. | Examples of improvements are documented but the link between them and the assessment findings is not clear. | No mention of any improvements based on past assessments. |

APPENDIX B
TABLE DEPICTING PROGRAM ASSESSMENT REPORTS EXPECTED, ASSESSED, AND NOT RECEIVE

Program Assessment Reports Expected, Assessed, and Not Received

| College | Total Academic Programs* | UG | Minors | UG CERT | GR Programs | GR CERT | Externally Accredited | Expected Program Reports 2022-23 | Total Programs Assessed 2022-23 | Year 0 Reports Submitted 2022-23 | Expected Reports 2022-23 Not Submitted | Expected Programs to be Assessed 2023-24+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AG | 66 | 34 | 11 | 1 | 17 | 3 | 3 | 50 | 44 | 1 | 6 | 61 |
| AA | 19 | 12 | 2 | 0 | 5 | 0 | 16 | 3 | 3 | 0 | 0 | 2 |
| EHHD | 75 | 20 | 13 | 5 | 28 | 9 | 23 | 25 | 28 | 1 | 15 | 33 |
| GC | 27 | 0 | 0 | 0 | 0 | 0 | 1 | 23 | 19 | 0 | 3 | 24 |
| GRAD | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 3 | 2 | 1 | 1 |
| HONOR | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 |
| JJCBE | 13 | 4 | 5 | 2 | 2 | 0 | 13 | 0 | 0 | 0 | 0 | 0 |
| L&S | 120 | 47 | 33 | 1 | 30 | 9 | 13 | 83 | 63 | 1 | 19 | 98 |
| MRJCON | 9 | 2 | 0 | 0 | 5 | 2 | 8 | 1 | 1 | 0 | 0 | 2 |
| NACOE | 57 | 16 | 14 | 0 | 26 | 1 | 23 | 26 | 2 | 0 | 24 | 29 |
| TOTALS | 391 | 137 | 78 | 9 | 116 | 24 | 100 | 216 | 165 | 5 | 68 | 252 |

*Total active academic programs include majors, minors, and certificates – both UG and GR. Note: Minors that carry the same name as a major are generally assessed with the major it is attached to.  All standalone UG minors and certificates are required to be assessed annually; GR certificates are a part of the biennial cycle unless departments wish to assess annually.

+Includes all majors, minors, and certificate programs for UG Annual, GR Biennial Even Year Cycle, and UG/GR reports that were expected but not submitted during the AY 2022-20

APPENDIX C
NORMING WORKSHOP TRAINING: 2023 INSTRUCTIONS FOR AOC REVIEW

## Mission

The Assessment and Outcomes Committee leads and facilitates authentic assessment for all undergraduate and graduate degree programs. The committee reviews Annual Program Assessments that provide the strong foundation upon which Montana State University develops, identifies, and documents quality improvement plans and goals including providing the institutional reporting associated with the strategic planning objectives.

## Charge

Monitor the development, evaluation, and reporting of a university-wide process to assess student learning in undergraduate and graduate degree programs through departmental collaboration, resulting in meaningful assessment and programmatic improvements.

## INSTRUCTIONS FOR REVIEW

The following is for the workshop training, but a similar one will be pinned at the top of the Assessment Report Review Folders channel in Teams with the updated links to use for the actual review.

1. Review the Sample Reports in the Teams File Folder and open the Qualtrics Workshop Link to begin your feedback and review.
2. At several points in the Qualtrics Survey, you will be able to provide comments on the program; at the end of the Review Rubric, you will be given an opportunity to give some positive feedback as well as recommendations for how to improve. Your comments will be compiled anonymously and provided to the programs in the feedback reports sent at the end of this cycle. If you have suggestions for making the review process better (something more "housekeeping" or "administrative"), post them in the General Chat in Teams for us to discuss as a group. If you have questions about how to review a report or what to comment or suggest for improvement, post that in the Assessment Report Review Folders channel in Teams.
3. Once you complete your review, submit the survey.
4. Reopen the link each time you do a new Review.

Deb will upload reports to your individual Teams Folder has a "Done" folder in it. Once you have completed your review, please move the completed report into the "Done" folder. This will help keep things clear for Deb as new reports come in a. This also signals that a review has been completed.

**Qualtrics Survey Link to Annual (UG) and Biennial (GR) Review Rubric:** Workshop LINK

**Qualtrics Survey Link to Year 0 Review Rubric:** NOT READY YET

**What To Do If…**

- ***Incomplete Program Assessment Reports or Using an Old Template***: Review these with the information you have been provided and be sure to acknowledge in your feedback which areas were missing and why/how that made it a challenge to review. We will leave it up to the programs to make revisions and fixes for their next report.

- ***Programs Using Grades for Assessment***: Historically, the Committee does not feel this is a "best practice" approach to assessment. The Program Assessment Overview pages on the Provost's website offers several suggestions to the programs in how they develop their plan and addresses why using grades for assessment is not what we're looking for in assessing program learning outcomes. Refer programs to the website and feel free to use the language from the website in your feedback responses.

- ***Commendations & Ways to Improve:***  If you are scoring a program in the Excellent/Outstanding criteria, then this is an area you can commend them on.  If you score any criteria in Achieving, Needs Improvement, or Inadequate/No Evidence Provided, then you should have a reason for doing so.  Please make notes/comments for that, so when the feedback reports are compiled, there are substantive explanations that can be helpful.  When explaining why a criterion is not being met, try to have a suggestion for how to do it better.

**If you have any questions related to your Reviews, please use the appropriate Teams channel to post questions and get feedback in the chat.**

APPENDIX D
(2023-2024AY) ANNUAL & BIENNIAL PROGRAM ASSESSMENT REPORTING TEMPLATE

**Instructions for Program Assessment Report Template**
Assessment Reports due Oct. 15, 2024
Annual Undergraduate reporting:  2023-2024
Biennial Graduate reporting:  2022-2023 and 2023-2024

Your Program Assessment Report should contain the following elements.  The reporting template follows this instruction page.  Please delete instruction pages before submitting your Program Assessment Report.  The reporting template is for both Annual (Undergraduate) and Biennial (Graduate) reporting. You distinguish whether you are using it for Annual or Biennial reporting based on the academic years you are assessing.

**Programs Table**:  Please fill in the table with the majors, minors, options, certificates, etc. in as full a manner as it can be.  This eliminates guesswork and supports records management.

1.  **Past Assessment Summary:**  Briefly summarize the findings from the last assessment report conducted related to the PLOs being assessed this year. Include any findings that influenced this cycle's assessment approach. Alternatively, reflect on the program assessment conducted last year, and explain how that impacted or informed any changes made to this cycle's assessment plan.

2.  **Action Research Question:**  What question(s) are you seeking to answer in this cycle's assessment? Research questions should be meaningful (focus on an area you need to know the answer to), relatable (tied to program goals), and measurable. Focus on: What will we be able to improve on if we answer this question? The question should be tied to the PLOs. Formulate the question so it is specific to an observable action – not on something that is difficult to measure. E.g., If you have a PLO related to students developing problem-solving skills.  An actionable research question could be: Can students apply problem-solving steps?

3.  **Assessment Plan, Schedule, and Data Sources:**
    a)  Provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data). This schedule can be adjusted as needed. Attempt to assess all PLOs every three years. You may use the table provided, or you may delete and use a different format.

        1.  **Data sources**.
            a.  Examples of **direct evidence** of student learning: specifically designed exam questions, written work, performances, presentations, projects (using a program-specific rubric – not a course grading rubric); scores and pass rates on licensure exams that assess key learning goals; observations of student skill or behavior; summaries classroom response systems; student reflections.
            b.  **Indirect evidence** of student learning includes course grades, grade distributions, assignment grades, retention and graduation rates, alumni perceptions, and questions on end-of-course evaluations forms related to the course rather than the instructor. These may provide information for identifying areas of learning that need more direct assessment but should NOT be used as primary sources for direct evidence of student learning.

    b)  What are the threshold values for which your program demonstrates student achievement? Delete the example provided in the table before submission and create your own table.

4.  **What was Done**:  Fill in the subcategories as requested and include your program assessment specific rubric. These are program-specific NOT course grading rubrics. Example provided should be deleted before submission.

    a)  Self-reporting metric.  This is used for accreditation purposes.
    b)  This section allows you to explain your methodology for data collection and analysis; as well as to acknowledge who took part in assessment.

c) **About Rubrics.** Your rubric may be very different than the example and have a different set of criteria or levels of evaluation; it just needs to explain the criteria used for evaluating student achievement.

Rubrics can be designed to address any or all levels of assessment (the evaluation score and threshold percentage may vary according to the course level). Some rubrics/assessments may be more tailored for specific levels of courses (e.g., a rubric designed to assess outcomes in either or both upper division and lower division courses simultaneously – it depends on how the assessment has been designed). Or, if you are assessing more basic learning outcomes, you might expect outcomes to be established earlier in the academic career and are using lower division coursework.

Student names must NOT be included in data collection. Reporting on successful completions, or manner of assessment (publications, thesis/dissertation, or qualifying exam) may be presented in table format if they apply to learning outcomes. In programs where numbers are very small and individual identification can be made, focus should be on programmatic improvements rather than student success. Data should be collected throughout the year on an annual basis – this is especially helpful for biennial/graduate program reporting. Proprietary program information (e.g., exam questions and examples) does not need to be included in the report. Departments are responsible for uploading their reports to their websites and need to determine what information is appropriate for any public-facing documents.

5. **What was Learned.** Fill in subcategories. Assessment is focused on looking at both meeting threshold's successful and finding ways to improve. Unless you have met all thresholds at 100%, there is room to reflect and consider what can be improved or looked at more deeply. If programs are consistently meeting thresholds on PLOs, reviewing rigor and/or assessment rubrics may be a deeper step in assessment endeavors.

6. **How we Responded**. Explain how what was learned was communicated with faculty and how results of assessment will be used for future curricular or assessment endeavors.

7. **Closing the loop(s).** This is a key section of the report. It is an opportunity to think about how assessing specific PLOs have happened in the past and how the current assessment will inform the program going forward. [NOTE: Program assessment is directly tied to departmental 7-year program review cycles; they are a resource that can be used for budgetary considerations, future program planning, and evidence of ways that programs/departments are engaging in supporting institutional effectiveness. They are a historical record for the department to use in the future.]

See Assessment Report Templates webpages for additional instructions and information.
Sample reports and guidance can be found at:
https://www.montana.edu/provost/assessment/program_assessment.html
Same template used for either (Annual/UG) 2023-2024 or (Biennial/GR) 2022-2023 & 2023-2024. Please indicate appropriate year(s) assessed.

**Program Assessment Report**

Academic Year(s) Assessed:

College:

Department:

Department Head:

Submitted by:

# Program(s) Assessed
*List all majors (including each option), minors, and certificates that are included in this assessment – add or subtract rows as needed – please use official titles:*

| Majors | Minors, Options, etc. |
|---|---|
|  |  |
|  |  |
|  |  |

# 1. Past Assessment Summary.
Response:

# 2. Action Research Question.
Response:

# 3. Assessment Plan, Schedule, and Data Sources.

a) Please provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data).

| ASSESSMENT PLANNING SCHEDULE CHART | | | | | |
|---|---|---|---|---|---|
| PROGRAM LEARNING OUTCOME | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | *Data Source** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

b) What are the threshold values for which your program demonstrates student achievement?

| Threshold Values | | |
|---|---|---|
| **PROGRAM LEARNING OUTCOME** | **Threshold Value** | **Data Source** |
| ***Example:*** *6) Communicate in written form about fundamental and modern microbiological concepts* | *The threshold value for this outcome is for 75% of assessed students to score above 2 on a 1-4 scoring rubric.* | *Randomly selected student essays* |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## 4. **What Was Done.**

a) Self-reporting Metric (required answer): Was the completed assessment consistent with the program's assessment plan? If not, please explain the adjustments that were made.

☐ Yes             ☐ No

a) How were data collected and analyzed and by whom? Please include method of collection and sample size.

b) Please provide a rubric that demonstrates how your data were evaluated. (Delete example below and replace with program's assessment-specific rubric.)

| Indicators | Beginning - 1 | Developing- 2 | Competent- 3 | Accomplished- 4 |
|---|---|---|---|---|
| Analysis of Information, Ideas, or Concepts | Identifies problem types | Focuses on difficult problems with persistence | Understands complexity of a problem | Provides logical interpretations of data |
| Application of Information, Ideas, or Concepts | Uses standard solution methods | Provides a logical interpretation of the data | Employs creativity in search of a solution | Achieves clear, unambiguous conclusions from the data |
| Synthesis | Identifies intermediate steps required that connects previous material | Recognizes and values alternative problem solving methods | Connects ideas or develops solutions in a clear coherent order | Develops multiple solutions, positions, or perspectives |
| Evaluation | Check the solutions against the issue | Identifies what the final solution should determine | Recognizes hidden assumptions and implied premises | Evaluates premises, relevance to a conclusion and adequacy of support for conclusion. |

## 5. What Was Learned.

a) Based on the analysis of the data, and compared to the threshold values established, what was learned from the assessment?

b) What areas of strength in the program were identified from this assessment process?

c) What areas were identified that either need improvement or could be improved in a different way from this assessment process?

## 6. How We Responded.

a) Describe how "What Was Learned" was communicated to the department, or program faculty. How did faculty discussions re-imagine new ways program assessment might contribute to program growth/improvement/innovation beyond the bare minimum of achieving program learning objectives through assessment activities conducted at the course level?

b) How are the results of this assessment informing changes to enhance student learning in the program?

c) If information outside of this assessment is informing programmatic change, please describe that.

d) What support and resources (e.g. workshops, training, etc.) might you need to make these adjustments?

## 7. Closing the Loop(s).

Reflect on the program learning outcomes, how they were assessed in the previous cycle (refer to #1 of the report), and what was learned in this cycle. What action will be taken to improve student learning objectives going forward?

a) Self-Reporting Metric (required answer): Based on the findings and/or faculty input, will there any curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?

☐ Yes          ☐ No

b) In reviewing the last report that assessed the PLO(s) in this assessment cycle, what changes proposed were implemented and will be measured in future assessment reports?

c) Have you seen a change in student learning based on other program adjustments made in the past? Please describe the adjustments made and subsequent changes in student learning.

Submit report to programassessment@montana.edu
Update Department program assessment report website.
Update PLO language in CIM if needed (Map PLOs to Course LOs)

APPENDIX E
(2023-2024AY) YEAR 0 ASSESSMENT PLAN REPORT TEMPLATE

**Instructions for Year 0 Assessment Plan Template**
**All Reports due Oct. 15, 2024**

Assessment Schedule for Year 0 Assessment Plans turned in October 2024 is as follows:

*Undergraduate Programs*: First assessment report will be due October 15, 2025 for the 2023-2024AY

*Graduate Programs*: First assessment report will be due October 15, 2026 for the two previous academic years (2023-2024 and 2024-2025). These will be on an EVEN year cycle for biennial reporting.

Programs should plan to collect data during their Year 0 cycle so they are prepared for the upcoming reporting cycle.

INSTRUCTIONS

Year 0 Assessment Plans are used for new programs or current programs undergoing substantial curricular reorganization or changes. Please reach out to Assistant Provost Deb Blanchard (deborahblanchard@montana.edu) if you are making changes to an existing or currently assessed program. In most cases, a regular annual program assessment report can identify, acknowledge, or explain any changes that an already existing program is making.

Please fill in the box indicating with major(s), option(s), minor(s), or certificate(s) are included in the Assessment Plan.

**Part 1: Program Learning Outcomes**
Please fill in the yes/no questions related to program learning outcomes (PLOs).

PLOs should be written as *specific, measurable statements* describing what students will be able to do upon completion of the program. The assessment of PLOs provides feedback on the expected knowledge, skills, and attitudes that students develop as they progress through their program. Consider how PLOs may support institutional learning outcomes (i.e. the MSU Core Qualities that all MSU graduates will attain).

See Bloom's Action Verbs for Learning Outcomes for ideas for action verbs that can be used in crafting PLOs. Consider Bloom's taxonomy and whether the language being used reflects the learning students can expect to attain upon completing the program. PLOs must match what is in the CIM system. If substantive changes are made during the assessment planning process, they will need to be updated in the CIM system. If you would like further information on the assessment planning process or other taxonomies, please see the Program Assessment Overview website, which has a substantial amount of information and support.

Programs should strive for no more than 5-7 PLOs. If you have more than 7 PLOs, you can expand the table, but consider consolidating outcomes. You will need to assess all PLOs listed. Determine whether PLOs measure the student learning that occurs in the program versus whether it is a description of what the goals of a the program are. (e.g. "Understanding" the broad scope of knowledge in a discipline or field may be a goal of the program but might be better suited as part of the description of the program. Explaining, summarizing, or stating specific concepts related to the knowledge field may be more indicative of what students will be able to do upon completion of the major, minor, or certificate and can

be tied to specific coursework that can be used for assessment purposes. This also allows students to articulate more clearly to future employer and/or graduate programs what they learned). You want assessment to be manageable.

**Part 2: Development of Assessment Plan.**
All Plans must contain the following:

a) **Threshold Values.** Along with PLOs, plans should include threshold values – minimums against which to assess student achievement for learning outcomes.  Threshold values are defined as an established criteria for which outcome achievement is defined as met or not met. Consider using a conservative threshold value to start, so there is room to improve. Thresholds can be adjusted after gathering results from assessment. Also consider whether some PLOs will be using student work from both lower and upper division courses to measure student learning across the span of the program – thresholds may be different for different courses as they relate to a specific PLO(s).

b) **Methods of Assessment & Data Source.** Assessment plans require evidence to demonstrate student learning at the program level.  This evidence can be in the form of  direct or indirect measures of student learning.  Both direct and indirect assessment data <u>must be associated with the program's learning outcomes</u>.

Data sources should rely on examples of **direct evidence** of student learning: specifically designed exam questions, written work, performances, presentations, projects (using a program-specific rubric – not a course grading rubric); scores and pass rates on licensure exams that assess key learning goals; observations of student skill or behavior; or summaries of classroom response systems (e.g. iClicker, Padlet, etc.), etc.

**Indirect evidence** of student learning includes: course grades, grade distributions, assignment grades, retention and graduation rates, alumni perceptions, questions on end-of-course evaluations forms, and advisory board feedback, etc. related to the course rather than the instructor. These forms of evidence may provide information for identifying areas of learning that need more direct assessment but should NOT be relied on as the primary source of direct evidence of student learning.

c) **Timeframe for Collecting and Analyzing Data.**  Develop a multi-year assessment schedule that will show when all program learning outcomes will be assessed.  These plans can be updated every year if the faculty determine they need to move in a different direction than originally planned. (Note: The Annual/Biennial Assessment Report Templates will ask if the assessment is consistent with the original plan.  It is okay to say it isn't. The Year 0 Assessment Plan is just that – a plan; all assessment planning is allowed to be changed as need be by the faculty curriculum committees.)

Graduate assessment reports are biennial, so faculty review of assessment results may only occur every other year, however, annual faculty meetings to review collected data and discuss student progress should be considered. Data is collected every year, even if only reporting on a biennial cycle.

d) **Curriculum Map & Assessment Planning Chart.**  Using the chart below, fill in the map.  This table can be recreated to make more room for PLOs and/or change the layout to landscape. Mapping should also occur in the Courseleaf CIM system.

All *required* courses in a program should align with at least one PLO. If the program requires a specific General Education/Core course as a part of the program, then it should be considered for

28

assessment purposes. There are some exceptions and nuances to this – if you have questions after reading the examples below, please reach out to your Assessment & Outcomes Committee representative or Assistant Provost Deb Blanchard at deborahblanchard@montana.edu for clarification.

For example, Sociology requires SOCI101IS as a part of its major. SOCI101IS will be assessed as part of the General Education/Core program but since it is also a required course for the Sociology major, it will be assessed as a part of the major/minor since that department is in charge of the curricular content and how it aligns with its major.

A nuance to assessing required courses that sit outside of a given program is a Core class like Math (Quantitative-Q Core). Math courses are assessed by the Math Department as a part of the General Education/Core program and as a part of the major, but all programs rely on that department for their required Math courses. So, although a required Math course wouldn't need to be assessed as a part of other program assessment plans, other majors do rely on specific Math classes to support their programs. Therefore, it is appropriate for programs depending on other departments for required courses to build into an assessment plan the intention of discussions across colleges to investigate curricular content and determine whether a required course is truly supporting a given program or not.

Mapping courses to PLOs allows the program to see at a glance if there are PLOs that may not be supported as much or enough than other PLOs. Alternatively, if all of the required courses in a program align to most of the PLOs, there may be a need to consider whether all of the courses should actually be required courses.

Attempt to schedule assessment so all PLOs are assessed at least every three years.

**Part 3: What Will be Done.**
Explain how assessment will be conducted, who receives the analyzed assessment data, and how it will be used by program faculty for program improvement(s).

   a) How will assessment artifacts be identified?
      Identify who in the department is in charge of this. Is there a curriculum committee that will work with faculty to make sure that course assignments are developed that will align with both course and program learning outcomes?

   b) How will they be collected (and by whom)?
      Identify where you will store the student work/artifacts. Determine who will be in charge of organizing and disseminating the student work for assessment purposes.

   c) Who will be assessing the artifacts?
      Identify who will be assessing the artifacts – will it be a curriculum committee, program faculty, graduate students with supervisor oversight, etc.?

**Part 4: Assessment-Specific Rubrics.**
All plans must include program-specific assessment rubrics (the methodology of how student artifacts are to be assessed).

This is different than course-specific rubrics. Program-specific rubrics are developed to create indicators (or criteria) for each PLO of what the student work should demonstrate to support the PLO(s) being assessed. In some cases, a program-assessment rubric can hold multiple PLOs and indicators that are assessed across the same student artifacts. Sometimes course-specific rubrics may contain an indicator

that also works for a program-specific rubrics, but course-specific rubrics should never be used as a program-specific rubric for assessment.  Measuring whether students achieve the outcomes of a course is not the same as determining if a course is achieving the outcomes of a program.  Include a threshold for student success attainment. The chart below is an example of the information requested. You can configure your rubrics in different ways.

The following example uses a 4-level Likert scale.  Your rubric may be designed more simply or more complexly. (e.g. Introductory, Developing, Mastery – with specific criteria indicators listed for each of those things or with more levels and developed criteria.)

| SAMPLE Example : PLO #1: Demonstrate a substantive breadth of knowledge in the field of study. | | | | | Threshold Values |
|---|---|---|---|---|---|
| **Indicators or Criteria** | **Level 1** | **Level2** | **Level 3** | **Level 4** | **80% of students will meet or exceed Level 3 competency** |
| Analysis of Information, Ideas, or Concepts | Identifies problem types | Focuses on difficult problems with persistence | Understands complexity of a problem | Provides logical interpretations of data | |
| Application of Information, Ideas, or Concepts | Uses standard solution methods | Provides a logical interpretation of the data | Employs creativity in search of a solution | Achieves clear, unambiguous conclusions from the data | |
| Synthesis | Identifies intermediate steps required that connects previous material | Recognizes and values alternative problem solving methods | Connects ideas or develops solutions in a clear coherent order | Develops multiple solutions, positions, or perspectives | |
| Evaluation | Check the solutions against the issue | Identifies what the final solution should determine | Recognizes hidden assumptions and implied premises | Evaluates premises, relevance to a conclusion and adequacy of support for conclusion. | |

**Part 5: Program Assessment Report Communication**
NWCCU, our institutional accreditor, requires and asks us to report on how faculty are central to the program assessment process (Standard 1.C.5). This part of the assessment plan asks you to indicate the procedures that you have considered to make sure that faculty with the department are aware of assessment planning and results with the goal of receiving input from the faculty body on improving student learning within the program.

How will annual assessment be communicated to faculty within the department? How will faculty participating in the collecting of assessment data (student work/artifacts) be notified?

a) When will the data be collected and reviewed, and by whom?

This helps plan for what time of the academic year the department will engage in conducting the actual assessment.

b) Who will be responsible for the writing of the report?
This can be the head of a curriculum committee or the department head – but all reports should have been informed by faculty communication as well.

c) How, when, and by whom, will the report be shared?
This reiterates the need to include the faculty so that this task does not land on only a program lead or department head for all of the work.

**Part 6: Closing the Loop(s).**
"Closing the Loop" is the self-reflective portion of the assessment where faculty have an opportunity to evaluate how a PLO(s) was assessed previously to the findings in the current report. The goal of program assessment is continual student learning improvement even if thresholds have been met. For the purposes of the assessment planning, consider how the program might use past assessments to inform future changes and improvements. Consider what your will during your first assessment (refer to your schedule and what you will be assessing for the upcoming cycle). What kinds of information do you hope to garner from your first assessment and how might you use that information to inform the next assessment cycle?

A section for other comments is included for you to add whatever else you feel is important about your assessment plan, or that you would like the Assessment & Outcomes Committee to consider when providing feedback.

**Next Steps Upon Completion**

- Delete instructions and this front page from final report when submitting.

- Submit to programassessment@montana.edu by October 15. If you submit after October 15, please cc Deb Blanchard at deborahblanchard@montana.edu to make sure your submission is noticed.

- Upload the Year 0 Assessment Plan to the department website for future reference.

- Update the Courseleaf CIM system if necessary.

**Year 0 Assessment Plan**
Academic Year of Year 0 Plan:
College:
Department:
Submitted by:
Date of Submission:

**Program(s) to be Assessed.**

**List all majors, minors, certificates and/or options that are included in this new Assessment Plan**

| Majors/Minors/Certificate | Options |
|---|---|
|  |  |
|  |  |
|  |  |

- Is this a new program?             Yes___          No___

- Are you keeping existing outcomes?      Yes ____      No___

**If no, please identify all that apply:**
  Consolidating PLOs ____
  Rewriting PLOs to be more assessable ____
  Rewriting PLOs to be more aligned with program objectives ____

  Other:

**Part 1: Program Learning Outcomes (PLOs).**

**List the Program Learning Outcomes.**

| PLO# | PLO Description |
|---|---|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |

**Part 2: Development of Assessment Plan.**

a) **Threshold Values.** Discuss your threshold values and how you will determine them for your courses and PLOs.

b) **Methods of Assessment & Data Source.** Discuss methods and potential data sources of student work.

c) **Timeframe for Collecting and Analyzing Data.** Develop a multi-year assessment schedule that will show when all program learning outcomes will be assessed.

d) **Curriculum Map & Assessment Planning Chart.** Using the chart below, fill in the map. This table can be recreated to make more room for PLOs and/or change the layout. Mapping

should also occur in the Courseleaf CIM system.

| ASSESSMENT PLANNING CHART | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Program Learning Outcomes** | **Course Alignments: Include rubric, number, and course title** | **Identification of Assessment Artifact** | **Year to be assessed** | | | | |
| | | | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## Part 3: What Will be Done.

Explain how assessment will be conducted, who receives the analyzed assessment data, and how it will be used by program faculty for program improvement(s).

  a) How will assessment artifacts be identified?

  b) How will they be collected (and by whom)?

  c) Who will be assessing the artifacts?

## Part 4: Assessment-Specific Rubrics.

All plans must include at least one program-specific assessment rubric (the methodology of how student artifacts are to be assessed). This is different than course-specific rubrics.

## Part 5: Program Assessment Planning & Report Communication

  a) How will annual assessment be communicated to faculty within the department? How will faculty participating in the collecting of assessment data (student work/artifacts) be notified?

  b) When will the data be collected and reviewed, and by whom?

  c) Who will be responsible for the writing of the report?

  d) How, when, and by whom, will the report be shared?

## Part 6: Closing the Loop(s).

"Closing the Loop" is the self-reflective portion of the assessment where faculty have an opportunity to evaluate how a PLO(s) was assessed previously compared to the findings in the current report. The goal

of program assessment is continual student learning improvement even if thresholds have been met. Please explain plans for how Closing the Loop will be documented going forward?

**Other Comments:**

Submit report to [programassessment@montana.edu](mailto:programassessment@montana.edu)
Upload Assessment Plan to department website for future reference.