## ****Concord University Academic Program Assessment Plan Template****

This template helps academic programs develop a clear and structured assessment plan, making it easier to organize learning goals, assessment methods, and data collection. By planning ahead, programs can streamline the annual reporting process, ensuring data is gathered systematically and reducing the time spent compiling reports. It also eliminates guesswork, providing a consistent framework for continuous improvement, faculty collaboration, and data-driven decision-making.

While this template is a recommended format, programs are welcome to use an alternative structure that best fits their needs, as long as it effectively supports assessment efforts.

**Program Name**
**Department/College**
**Date:** Month/Year

## ****1. Program Overview & Mission****

### ****1.1 Program Mission Statement****

Provide a concise statement of the program’s mission. This should align with Concord University’s mission and educational goals.

### ****1.2 Alignment with University Learning Goals****

Identify how the program supports **Concord University’s Student Learning Goals**:

* Knowledge/Mastery of Content
* Critical Thinking
* Communication
* Personal, Civic, Cultural, and Global Competence

## ****2. Program Learning Goals & Program Learning Outcomes (PLOs)****

### ****2.1 Program Learning Goals****

List the overarching goals of the program related to student learning.

### ****2.2 Program Learning Outcomes (PLOs)****

Define specific, measurable learning outcomes that students should achieve upon completion of the program. Each outcome should be mapped to Concord University’s Learning Goals.

| **PLO** | **Aligned CU Learning Goal(s)** | **Assessment Method(s)** |
| --- | --- | --- |
| PLO 1 | Example: Critical Thinking | Example: Capstone Project Evaluation |
| PLO 2 | Example: Communication | Example: Oral Presentation Rubric |

## ****3. Assessment Methods & Data Collection****

### ****3.1 Direct & Indirect Measures****

Describe the tools used to assess student learning.

**Examples of Direct Measures:**

* Capstone projects
* Standardized exams
* Portfolios
* Research papers

**Examples of Indirect Measures:**

* Student surveys
* Alumni feedback
* Employer evaluations

### ****3.2 Data Collection Plan****

Provide details on how and when data will be collected for each outcome.

| **PLO** | **Assessment Method** | **Data Collected** | **Collection Timeline** | **Responsible Person(s)** |
| --- | --- | --- | --- | --- |
| PLO 1 | Example: Research Paper | Rubric Scores | End of Spring Semester | Faculty Committee |
| PLO 2 | Example: Student Survey | Self-Reported Learning Gains | Annually | Program Chair |

## ****4. Data Analysis & Use of Results****

### ****4.1 Analysis of Findings****

Describe how assessment data will be analyzed and compared to previous years. Identify how trends and patterns in student performance will be analyzed.

### ****4.2 Faculty & Stakeholder Involvement****

Indicate how faculty and relevant stakeholders will participate in reviewing assessment data and discussing results.

### ****4.3 Plans for Continuous Improvement****

Outline how the program will use assessment data to improve student learning over time. Consider:

* How will the program **interpret** and **respond** to findings?
* What **processes** are in place for making curriculum or instructional improvements?
* How will faculty be involved in **closing the loop** on assessment?
* How will the program ensure ongoing **reflection and revision** of assessment strategies?

## ****5. General Education Assessment Contributions****

### ****5.1 Program’s Role in General Education****

If applicable, list the courses in the program that contribute to General Education and specify which **University Learning Goals** they assess.

| **General Education Course** | **Aligned CU Learning Goal(s)** | **Assessment Method(s)** |
| --- | --- | --- |
| Example: ENG 101 | Communication | Final Paper Rubric |
| Example: HIST 202 | Critical Thinking | Primary Source Analysis |

### ****5.2 Assessment & Data Reporting****

* How will the program **collect, analyze, and report** General Education assessment data?
* What **processes** are in place to **align** General Education courses with broader assessment efforts at the university?
* How will faculty ensure **consistent** assessment practices across multiple course sections?

## ****6. Documentation & Reporting****

### ****6.1 Annual Assessment Reporting****

Programs will submit an **Annual Assessment Report** summarizing key findings, planned improvements, and reflections on the assessment process.

### ****6.2 Five-Year Program Review****

This plan will also serve as a **foundation** for the program’s **five-year review**, ensuring a structured approach to assessment and continuous improvement.

**6.3 Additional Reporting**

Identify any additional reporting requirements for the program (i.e. specialized accreditation requirements, etc.).