

Academic Program Assessment Plan Checklist:
West Virginia State University

All academic departments are responsible for developing meaningful assessment plans for their master, bachelor and certificate programs. This checklist, while not exhaustive, is a basic guide for creating or revising an assessment plan. Please consider the following as you develop your outcomes assessment plans:

1. Identification

- ☐ 1.1. What is the name of the academic program?
- ☐ 1.2. By whom and on what date was the Assessment Plan developed?
- ☐ 1.3. Who is the primary contact for assessment in your department or program?

2. Mission, Goals and Program Learning Outcomes

- ☐ 2.1. What is the mission of the department and how does it relate to the University's mission?
- ☐ 2.1. What is the mission of the program and how does it relate to the department's mission?
- ☐ 2.3. What are the program learning outcomes and how do they relate to the program's mission?
- ☐ 2.4. Are learning outcomes written as observable/measurable skills and abilities?
- ☐ 2.5. Are the outcomes discrete (i.e., non-overlapping)?
- ☐ 2.6. Are the outcomes limited in number to five or six?
- ☐ 2.7. What performance criteria and level of performance are expected of students?
- ☐ 2.8. How are the learning outcomes communicated to department faculty and students?

3. Curriculum

- ☐ 3.1. How do the courses and their objectives, in aggregate, meet the outcomes for the program?
- ☐ 3.2. How does the curriculum provide opportunities for students to demonstrate the mastery of the program outcomes?
- ☐ 3.3. Is there a curriculum map linked to courses and specific assignments (see attached example)?
- ☐ 3.4. Are there rubrics associated with each collection instrument (key assessment or assignment)?

4. Assessment Methods

- ☐ 4.1. How is the mission of the department, and how it relates to the University's mission measured (what data are collected)?
- ☐ 4.2. How is the mission of the program, and how it relates to the department's mission measured (what data are collected)?
- ☐ 4.3. How do the program learning outcomes relate to the program's mission (what data are collected)?
- ☐ 4.4. What assessment methods will be used to measure each of the learning outcomes?

- ☐ 4.5. Are descriptions of the assessment processes clear and detailed (The assessment loop diagram completed with a description of each step)?
- ☐ 4.6. Are the assessment processes explicitly linked to the student learning outcomes?
- ☐ 4.7. Are the means of assessment commensurate with the available resources (no additional cost)?
- ☐ 4.8 What is the timetable for implementation for each method, who is involved, and who is responsible for them?
- ☐ 4.9 Are multiple methods employed?
- ☐ 4.10. Are sufficient direct measures of student learning utilized?
- ☐ 4.11 Can these methods also be used for accreditation purposes?
- ☐ 4.12. How are students involved in the assessment process?

5. Data Collection

- ☐ 5.1. How are PLO data collected (PLO Map complete with assessment instruments)?
- ☐ 5.2. How are mission data collected?
- ☐ 5.3. What is the timetable for data collection?
- ☐ 5.4. Who is involved and who is responsible for each item?

6. Assessment Analysis

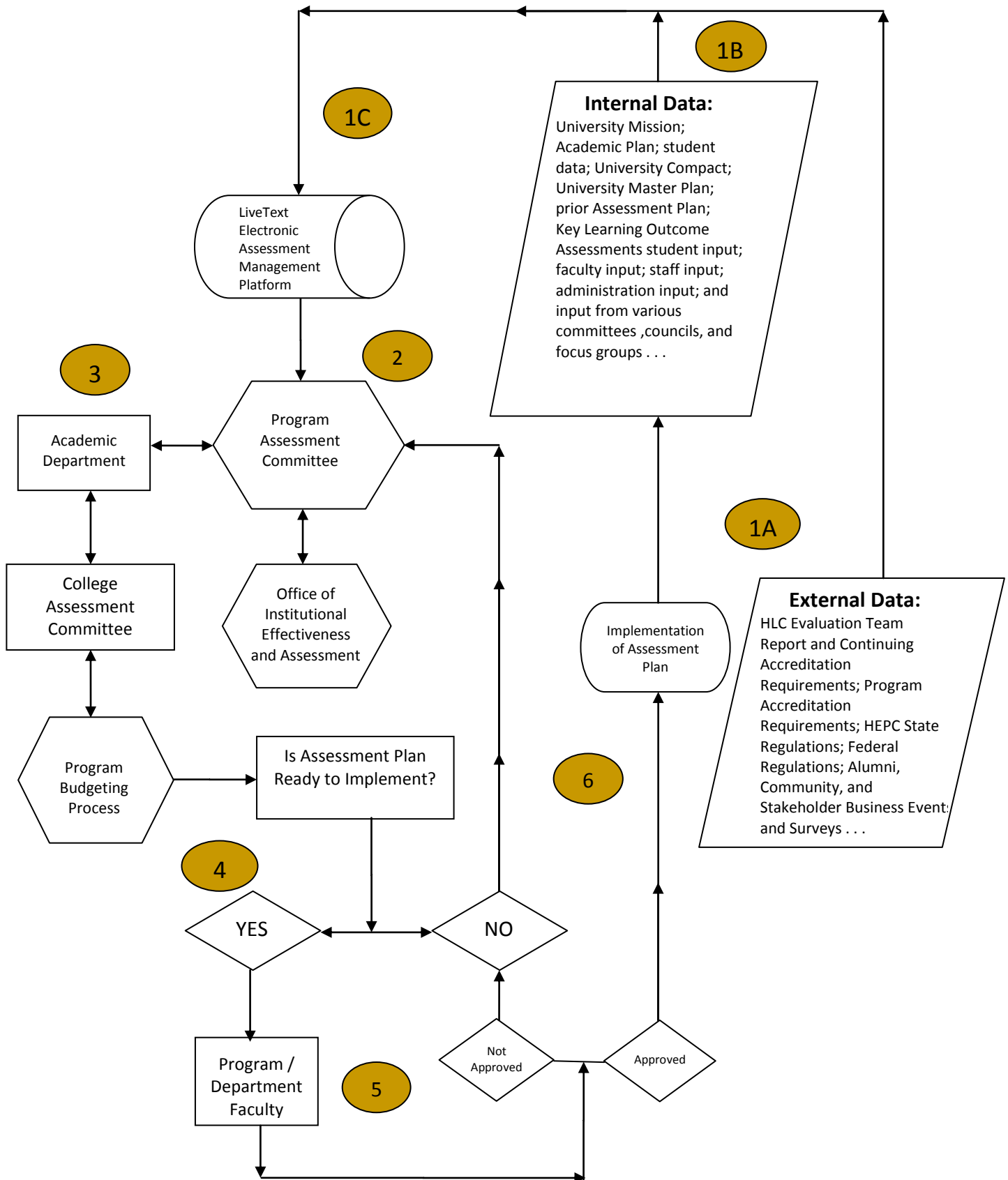
- ☐ 6.1. How are assessment results evaluated?
- ☐ 6.2. How are faculty and students involved in interpreting and evaluating results and developing strategies to improve the curriculum?
- ☐ 6.3. Are the results used to help the department achieve its program outcomes?
- ☐ 6.4. How are assessment results used to improve the curriculum and program?
- ☐ 6.5. Are the results being used for budgeting and strategic planning?
- ☐ 6.6. How are results disseminated to faculty, students, advisory boards, and administration?
- ☐ 6.7. Are students informed about their progress toward the learning outcomes?

7. Continuous Improvement Process (closing the loop)

- ☐ 7.1. What processes are in place to ensure that the academic program assessment plan is periodically reviewed, evaluated, and changed when appropriate?
- ☐ 7.2. Who is responsible for initiating and supporting the on-going process of program improvement?
- ☐ 7.3. Who is responsible for ensuring that results from each year are the basis for action plans for the following year?

Please call the Coordinator of Assessment, at 304.766.4186 to schedule an appointment to discuss your department's program assessment plan.

West Virginia State University Program Learning Outcomes Data Flow and Assessment Loop



ANALYSIS OF THE UNIVERSITY PROGRAM LEARNING OUTCOMES ASSESSMENT LOOP

Step One (1A, 1B): Initial Data Collection:

- 1 A. Data from external sources, e.g. the Higher Learning Commission (HLC) Evaluation Team Report and Continuing Accreditation Requirements, Higher Education Policy Commission (HEPC), West Virginia Policies, Federal Regulations, Program Accreditation Requirements; Alumni Surveys, Community Stakeholder Surveys, and Business Surveys are collected and coded via the LiveText Assessment Management Platform (LTAMP).
- 1B. Data from internal sources, e.g. University Mission, Academic Plan, University Compact, Prior Assessment Plan, Student Input, Faculty Input, and Staff Input are collected and coded via LiveText AMP.
- 1C. Data from both internal and external sources are coded and stored within the LTAMP. This process allows for reports to be generated as required regarding student, program, and administrative process mapping in relation to completion percentage (see Figure 2 for example). In addition, reports regarding alignment with the University Mission, HLC Criterion; Compact, federal and state regulations, Program Accreditation, and Learning Outcomes are generated as required to fulfill the various administrative and academic report requirements.

Step Two (2) Initial Planning:

- Data collected in Steps 1A-1C are sent to the Program or Department Assessment Committee (PAC) for assessing the effectiveness of the previous Assessment Plan and developing required revisions as well as new goals and objectives.
- The PAC begins developing the new Program Assessment Plan by (a) reviewing new goals and objectives submitted by faculty and stakeholder representatives, (b) assessing the previous plan for completion and effectiveness, (c) continuing previous goals and objectives, (d) modifying existing goals and objectives, (e) discontinuing ineffective goals or objectives, and (f) consolidating and prioritizing goals and objectives based on the University Mission balanced against university requirements (e.g. academic and resource concerns).

Step Three (3) Routing the Assessment Plan through the Academic Program, Department, and College for review:

- During this stage in the process, the PAC sends recommendations regarding goal, objective, and planning revisions to the Academic Program Coordinator, Department Chair, College Assessment Committee, and program budgeting process for feasibility and funding feedback.

- If any items for consideration are directly related to the budgets for accomplishing individual goals and objectives (assessment materials such as ETS tests or specialized accreditation), deliberation and decisions are made within the regular annual budgeting process for the program.

Step Four (4) Approvals by APC, College, and Office of Institutional Effectiveness and Assessment:

- A final draft of Assessment is approved by the APC, College and University Assessment and Effectiveness Committee, and Budget Council. The plan is then routed to the faculty for review and approval.

Step Five (5) Final Approval of the Assessment Plan:

- The final draft of the Assessment Plan is reviewed by the program faculty.
- If the plan is approved, it becomes the official Program Assessment Plan for that planning cycle and is distributed to the PAC and faculty for implementation and is evaluated for completion percentage and effectiveness as part of the next planning cycle (see Step 2).
- If the final draft of the Program Assessment Plan is not approved by faculty, the plan is routed back to the PAC for reevaluation and revision and completes the entire process until approved.
- Prior to the beginning of each semester, any approved changes are integrated into the program curricula, LiveText, and faculty syllabi.

Step Six (6)

- Prior to the beginning of each semester, any approved changes are integrated into the program curricula, LiveText, and faculty syllabi.

• Example Curriculum Map by PLOs – Social Work

Courses	PLOs	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
		What	When	What	When	What	When	What	When
SWK 131	2.1.1 2.1.3	Journal Entries	Fall Spring						
SWK 200	2.1.5	Term Paper	Fall						
SWK 202	2.1.4	Resource Paper	Fall						
SWK 245	2.1.7	Term paper	Fall Spring						
SWK 316	2.1.1 2.1.2 2.1.3 2.1.7 2.1.10(a)			Standard Client Interview Critique	Spring Summer				
SWK 342	2.1.5 2.1.8 2.1.9			Policy Analysis Paper	Spring				
SWK 400	2.1.3 2.1.6			Research Article Critique	Spring				
SWK 403	2.1.4 2.1.10(b) (c) (d)			Case Report	Fall				
SWK 404	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.10(a) (b) (c)(d)					Field Supervisor Evaluation I	Fall		
SWK 405	2.1.1 2.1.2 2.1.9					Agency Analysis Paper	Spring		
SWK 406	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.10(a) (b) (c) (d)							Field Supervisor Evaluation II	Spring

Program Level Outcomes (PLOs)

At the end of the Social Work Program, each student will be able to:

- 2.1.1 Identify as a professional social worker and conduct one's self accordingly;
- 2.1.2 Apply social work ethical principles to guide professional practice;
- 2.1.3 Apply critical thinking to inform and communicate professional judgments;
- 2.1.4 Engage diversity and difference in practice;
- 2.1.5 Advance human rights and social and economic justice;
- 2.1.6 Engage in research-informed practice and practice-informed research;
- 2.1.7 Apply knowledge of human behavior and the social environment;
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- 2.1.9 Respond to contexts that shape practice; and
- 2.1.10 (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations, and communities.

Note: The numbering system for the PLOs aligns with the CSWE Accreditation Standards for Curriculum.