**Oakland University Assessment Committee/General Education Committee**

**Assessment Plan Template for Integrated Program and General Education Capstone Course Assessment**

This assessment plan template is for programs that wish to incorporate assessment of their General Education Capstone into their program assessment plan. Members of the University Assessment Committee (UAC) and General Education Committee (GEC) are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed [on their website](http://www.oakland.edu/oira). If at any time you have any questions or need any assistance, contact Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)) for matters related to program assessment or Susanne Condron ([dscondron@oakland.edu](mailto:dscondron@oakland.edu)) for matters related to General Education assessment.

**Step 1: Basic Information**

Program name:

Name of General Education Capstone Course(s):

School or College in which your program resides:

Program level (check all that apply):

Undergrad ☐

Master’s ☐

Doctoral ☐

Date most recent assessment report submitted:

Current assessment contact representative (& email):

Current department or program chair (& email):

Current Dean (& email):

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan.

**Step 3: Aligning Program Goals, Student Learning Outcomes, and Assessment Measures**

**A.** Please begin your integrated assessment plan by populating the table below with program-specific information. Use the “Table Tools” in Word to add rows, merge cells, etc. as needed.

* In column 1, record your program goals as they relate your unit’s program goals.
* In column 2, record your program’s planned Student Learning Outcomes (SLOs) related to each program goal.
* In column 3, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).

**B.** Next, incorporate into the table information pertaining to your General Education Capstone course. You have the option of assessing *either* the two General Education Student Learning Outcomes (GESLOs) for Capstone courses *or* the three University Learning Outcomes (ULOs, formerly Cross-Cutting Capacities) that apply to your Capstone course. Please add the following to the table:

* In column 2, record either the two GESLOs or the three ULOs in the rows aligning with their relevant program goals. Also include a brief description of how they reflect your program goals; this might involve including course objectives from the syllabus for example.
* In column 3, record the assessment measures that will be used in the Capstone course to evaluate each of the GESLOs and/or ULOs.

For your reference, the two GESLOs are: (1) Student demonstrates appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise; (2) Student demonstrates the ability to integrate the knowledge learned in general education and its relevance to the student’s life and career. The ULOs are: effective communication, critical thinking, social awareness, and information literacy.

The table below is pre-populated to illustrate one possible scenario: A program has two program goals and one SLO for each of those goals and has chosen to assess the three ULOs (two aligning with the first program goal and one with the second). Your situation may differ from this; the key is to have a logical flow of program goal 🡪 SLO/GESLO/ULO 🡪 assessment measure from left to right across the table.

| (1) Program Goals | (2) Program SLOs and Gen Ed Capstone GESLOs or ULOs | (3) Assessment Measures |
| --- | --- | --- |
| Goal #1… | SLO…  ULO…  ULO… | Measure #1…  Measure #2…  Measure #3… |
| Goal #2… | SLO…  ULO… | Measure #4…  Measure #5… |

**Step 4: Participation in Assessment Process**

| List who will participate in carrying out the assessment | What will be their specific role/s? |
| --- | --- |
|  |  |
|  |  |
|  |  |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

A. How will you analyze your assessment data?

B. How will you use results to improve your program and/or your capstone course?

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).