

Please review the following example assessment plans before completing your plan. Forward the plan to your Dean's office for approval by December 1. Click the link for the [Downloadable assessment plan form](#)

## Plan for Assessing Student Learning

**Instructions:** Use your mouse, arrow keys or tab key to move among the cells of the table below. The text boxes will expand as you enter your responses.

### Example 1

Academic Unit:	Arts and Sciences	Content objectives describe disciplinary knowledge. They can be assessed well with written tests.
Department/Division:	Classical Studies	
Program:	Classical Studies	

### Program Learning Objectives

#### Content Objectives

What knowledge should your graduates have as a result of their experiences in the program?

1. The general outlines of Mediterranean geography, with particular emphasis on Greece and Rome.
2. An integrated view of some of the primary political, military, cultural, and literary events and movements in the ancient Greek and/or Roman world.
3. How the ancient world has influenced, and continues to influence, later cultures.

#### Performance Objectives

Performance objectives describe skills and competencies. Assessment usually requires observation. Notice the concrete nouns (minimal disciplinary jargon) and verbs (not, for example, *understand* or *appreciate*) that make agreement about what they mean and assessment of learning possible.

What should your graduates be able to do as a result of their experiences in the program?

1. To read critically texts and literature about the ancient Greek and Roman world.
2. To analyze and synthesize the relevant literature and design inquiries about it.
3. To conduct undergraduate-level research to carry out inquiries into the literature and culture of the ancient Greek and Roman world.
4. To write and speak well about the content of Classical Studies and about the results of their own research.
5. To analyze and construct sophisticated arguments and evaluate the validity and reasonableness of the evidence used in them.
6. To integrate and apply to the contemporary world the histories, philosophies, stories, metaphors and rhetoric of the classical world, and communicate the connections effectively to various audiences.

This is where you describe how well your curriculum is aligned to the program's learning objectives and demonstrate the coherence of the curriculum, as well as the extent to which your program connects in-class and out-of-class experiences.

### Learning Strategies

**Describe the general learning strategies the program employs.**

Here you will describe two aspects of your program: 1) how the basic coursework a student will complete contributes to students' learning the objectives cited above and 2) specific program activities that complement the coursework students complete (for example, you might cite the ways in which capstone experiences, internships, field experiences, study abroad, and even co-curricular activities contribute to a student's learning throughout your program).

For assistance, contact John Spencer,  
director of the Office of Assessment,  
884-8773 or spencerjc@missouri.edu

## Assessment Strategies

### **Describe your approach to assessing the effectiveness of your learning strategies.**

Here you will describe how you will gather evidence about how well your learning strategies are working, both in coursework and in co-curricular activities.

### *Example 2*

Academic Unit:	College of Arts and Sciences
Department/Division:	Physics
Program:	Physics

## Program Learning Objectives

### Content Objectives

**What knowledge should your graduates have as a result of their experiences in the program?**

**In the core areas of physics (mechanics, thermodynamics, electricity and magnetism, quantum mechanics, modern physics) students will demonstrate their knowledge of:**

- 1) fundamental terminology,**
- 2) fundamental principles, laws, and theorems of physics and how they explain what we observe around us,**
- 3) basic mathematical and laboratory procedures used to model and solve problems and conduct classic experiments.**

### Performance Objectives

**What should your graduates be able to do as a result of their experiences in the program?**

**Students will be able to do the following:**

- 1) Use appropriate terminology to explain the fundamental principles of physics and apply the concepts and principles of physics to explain and describe phenomena;**
- 2) Apply the principles and procedures of physics to model observable phenomena, translate the models into mathematical problems and solve the problems;**
- 3) Use current computer and other technologies to conduct classic physics experiments;**
- 4) Interpret the results of physics problems and experiments, evaluate the accuracy and reasonableness of the results and communicate them effectively to appropriate audiences.**

### ***Example 3***

Academic Unit:	College of Food, Agriculture and Natural Resources
Department/Division:	Natural Resources
Program:	Fisheries and Wildlife

#### **Program Learning Objectives**

##### **Content Objectives**

**What knowledge should your graduates have as a result of their experiences in the program?**

**In the core areas of fisheries and wildlife, students will demonstrate their knowledge of:**

- 1) fundamental concepts and principles of ecology and conservation;**
- 2) fundamental terminology related to ecology and conservation;**
- 3) laboratory, field, and quantitative techniques associated with ecology and conservation;**
- 4) basic natural history of wild animals, and their associated ecosystems, habitats, and communities;**
- 5) the basic aspects of professionalism related to the disciplines of fisheries and wildlife.**

## **Performance Objectives**

**What should your graduates be able to do as a result of their experiences in the program?**

**Students will be able to do the following:**

- 1) Apply the principles, concepts, and techniques of ecology and conservation to solving real-world problems associated with the study, conservation, and management of wild animals populations and their associated ecosystems, habitats, and communities.**
- 2) Design and conduct scientific investigations related to the ecology and conservation of wild animals.**
- 3) Read and interpret the scientific literature related to ecology and conservation of wild animals**
- 4) Communicate (write and speak) effectively in contexts relevant to the professions related to fisheries and wildlife**
- 5) Use current computer and other technologies to conduct research, conservation, and management actions related to the study, conservation, and management of wild animals.**
- 6) Identify issues and problems related to the conservation and management of wild animals (including aspects of the human dimension);**
- 7) Demonstrate higher order thinking (analysis, synthesis, evaluation, and problem solving) in the context of the conservation and management of wild animals;**
- 8) Critically evaluate evidence, the validity of information, and the underlying assumptions related to applied ecology.**