# Year 0 Planning Request: Undergraduate Programs

College:  
Department:   
Submitted by:

Which programs are requesting a planning year?  
I**ndicate all majors, minors, certificates and/or options that are included in this planning year**

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

**Year 0 request forms are due September 15th.**

**Part 1: Review and approve program learning outcomes.**

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 provide feedback on the expected knowledge, skills, and attitudes that students develop as they progress through their program.

Are you keeping existing outcomes? Yes \_\_\_\_ No \_\_\_\_  
  
If No: please identify all that apply:  
Consolidating PLO’s \_\_\_\_  
Rewriting PLO’s to be more assessable \_\_\_\_  
Rewriting PLO’s to be more aligned with program objectives \_\_\_\_  
  
Other:

**Part 2: Development of Assessment Plan**

**Each plan will require the following information:**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.

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 a direct or indirect measure of student learning.Both direct and indirect assessment data must be associated with the program’s learning outcomes. An assessment rubric will also need to be included that demonstrates how evaluation of the data was used to assess student achievement.  
Timeframe for Collecting and Analyzing Data: Develop a multi-year assessment schedule that will show when all program learning outcomes will be assessed. As graduate assessment reports are biennial, faculty review of assessment results may only occur every other year, however, annual faculty meeting to review these data and discuss student progress may be beneficial.

**Are any of your exiting thresholds, methods or data source rolling over to your new plan?   
Yes \_\_\_\_\_ No \_\_\_\_\_**

**If you are developing new planning documents, please indicate what your committee will be developing (mark all that apply):**New threshold values \_\_\_\_  
New Assessment Methods \_\_\_\_  
New Data Source/s \_\_\_\_  
  
Other:   
 **Multi-year assessment rotation and data collection. In reviewing your existing planning schedule, will be keeping the same rotation? Yes \_\_\_\_ No \_\_\_\_  
  
In the following fields, please indicate what will be completed, and by whom. It is recommended that during Year 0 Planning that assessment data is collected to determine whether it will be supportive of the learning outcomes.**

**Part 3: Program Assessment**The assessment report should identify how assessment was conducted, who received the analyzed assessment data, and how it was used by program faculty for program improvement(s). Assessment reports should also reflect on previous assessment and program improvements by identifying previous program-level changes that have led to outcome improvements.

What is your current method? What has, and has not been effective? **Please include the current plan and schedule. Make a note of what will be updated and or reconsidered**  
Process Strengths:  
  
Process Improvements:

**Part 4: Program Assessment Plan****Program Description (from catalog) – If updated please include a brief statement as to what determined the need for the update. NOTE: all catalog descriptions should be updated in Courseleaf – curriculum management system http://www.montana.edu/registrar/CourseleafHelp.html)**

All plans must include assessment rubrics (the methodology of how student artifacts are to be assessed, and a threshold for student success attainment). Check all that apply:   
Outcome rubrics \_\_\_\_  
How data (student artifacts) are collected  
When data are collected \_\_\_\_  
Who participates in the assessment process \_\_\_\_  
 **Other:**

**Part 5: Planning Goals****What is the goal for the end of Year 0, and who all will be involved in the process? Include information on how the need for change was determined, who will be involved in the planning process, and how will faculty be informed of the new process?**

## Submit report to [programassessment@montana.edu](mailto:programassessment@montana.edu)