

Academic Department Assessment Plan Example

Department of Community Engagement and Civic Leadership

*This fictional assessment plan illustrates a strong assessment plan rated **Good** overall using the SHSU Meta-Assessment Rubric. Some components meet the Exemplary standard, while others intentionally reflect the Good level. The example demonstrates that a Good plan is clear, complete, aligned, and useful for continuous improvement, while also showing the additional evidence, justification, and implementation detail needed to reach Exemplary.*

NOTE: A high-quality assessment plan for an academic department should be grounded in the department's Mission.

Program Mission

The mission of the Department of Community Engagement and Civic Leadership is to provide a student-centered, interdisciplinary education that promotes the study and practice of civic leadership, community engagement, and ethical public service. Through academic inquiry, experiential learning, and community partnerships, the department fosters intellectual growth, civic responsibility, and a commitment to improving the well-being of diverse communities.

Goal 1

Promote excellence in teaching, experiential learning, and academic support to foster student success and engagement.

Performance Objective 1.1

Increase the percentage of students who complete at least one department-sponsored experiential learning opportunity before graduation.

KPI 1.1 (Direct Measurement Method)

Experiential Learning Completion Report: The Experiential Learning Completion Report documents the percentage of graduating students who complete at least one department-sponsored experiential learning opportunity prior to graduation. Using graduation records and departmental experiential learning records, the Assessment Coordinator will calculate the percentage of graduating students who completed at least one qualifying experiential learning opportunity during the assessment cycle and compare the results with previous assessment cycles to identify completion trends over time. Qualifying experiences may include internships, service-learning courses, community-based research projects, or other department-approved experiential learning activities. Results will be reviewed by the Curriculum Committee to identify opportunities to expand access to experiential learning and increase student participation.

Target 1.1

By the end of the academic year, at least 90% of graduating students will complete one or more department-sponsored experiential learning opportunities prior to graduation.

Experiential learning is a defining component of the department's mission and educational model. Because the department intentionally integrates internships, service-learning, community-based research, and other applied learning experiences throughout the curriculum, the target reflects the expectation that nearly all graduates will complete at least one qualifying experiential learning opportunity before graduation. The target is intentionally ambitious, while recognizing that a small percentage of students may be unable to participate due to transfer credit, accelerated degree completion, or other documented circumstances.

Target Status

Met

Results 1.1

The target was met. The Experiential Learning Completion Report indicated that 92% (138 of 150) graduating students completed at least one department-sponsored experiential learning opportunity prior to graduation, exceeding the target of 90%. This represents a 4-percentage-point increase from the previous assessment cycle (88%). Participation remained consistently high across internships, service-learning courses, community-based research projects, and other approved experiential learning opportunities. The findings indicate that the department's current approach to integrating experiential learning throughout the curriculum continues to support high levels of student participation. Continued monitoring of participation trends will help ensure that experiential learning opportunities remain accessible to all students.

Action 1.1

Although the target was met, the Curriculum Committee will review experiential learning participation data to identify opportunities to expand access for student populations with lower participation rates, including transfer students and students nearing graduation. The committee will collaborate with program faculty to identify additional department-sponsored experiential learning opportunities and recommend any curricular or scheduling adjustments that may increase student participation. Recommendations will be finalized and submitted to the Department Chair by May 2027.

Performance Objective 1.2

Increase the percentage of students satisfied with departmental academic advising services by the end of the academic year.

KPI 1.2 (Indirect Measurement Method)

Academic Advising Satisfaction Survey: The Academic Advising Satisfaction Survey measures student satisfaction with the department's academic advising services. At the end of each academic year, students who received academic advising during the assessment cycle will be invited to complete an anonymous survey containing standardized Likert-scale items evaluating advising availability, accessibility, accuracy, and overall quality.

The Assessment Coordinator will calculate the percentage of respondents indicating they were Satisfied or Very Satisfied, compare the results with previous assessment cycles, and identify satisfaction trends over time. Results will be reviewed by the Department Chair and academic advisors to identify opportunities to strengthen advising services and student support.

Target 1.2

By the end of the academic year, at least 85% of students responding to the Academic Advising Satisfaction Survey will indicate they are Satisfied or Very Satisfied with the department's academic advising services.

Providing high-quality academic advising is essential to the department's commitment to student success and engagement. Because advising influences academic planning, student retention, and timely degree completion, the target reflects the department's expectation that the vast majority of students will have a positive advising experience. The target establishes a high standard of service while recognizing that advising experiences may vary based on individual student needs and circumstances.

Target Status

Not Met

Results 1.2

The target was not met. Results from the Academic Advising Satisfaction Survey indicated that 81% (203 of 251) of responding students reported being Satisfied or Very Satisfied with the department's academic advising services, falling short of the target of 85%. This represents a modest improvement from the previous assessment cycle (79%). Survey responses identified

concerns regarding advisor availability during peak registration periods and inconsistent communication about degree requirements. The findings suggest that although overall student satisfaction is improving, additional attention to advising accessibility and communication may further enhance the quality of advising services.

Action 1.2

The Department Chair and academic advisors will review advising appointment availability, communication practices, and student feedback to identify strategies for improving advising services. The department will develop a standardized advising communication plan, evaluate advisor availability during peak registration periods, and implement improvements before the start of the Spring 2027 registration period. Progress will be reviewed at the conclusion of the next assessment cycle.

Goal 2

Strengthen community engagement through collaborative partnerships, ethical public service, and initiatives that contribute to the well-being of diverse communities.

Performance Objective 2.1

Increase the number of active collaborative partnerships with community organizations by the end of the academic year.

KPI 2.1 (Direct Measurement Method)

Community Partnership Inventory: The Community Partnership Inventory documents the department's active collaborative partnerships with nonprofit organizations, schools, government agencies, and other community organizations. A partnership will be considered active if the department and the partner organization engaged in at least one mutually planned activity during the assessment cycle. The Department Chair will verify partnership records, calculate the total number of active partnerships, and compare the results with previous assessment cycles to identify partnership trends over time. Results will be reviewed by the Community Engagement Committee to identify opportunities to strengthen existing partnerships and cultivate new collaborations.

Target 2.1

The department will increase the number of active collaborative partnerships with community organizations from 19 in the previous assessment cycle to at least 20 during the current assessment cycle. Community partnerships are fundamental to advancing the department's mission of civic engagement, ethical public service, and community collaboration. Increasing the number of active partnerships demonstrates the department's commitment to sustaining and expanding meaningful relationships that support experiential learning, outreach, and service initiatives. The benchmark balances the department's capacity to effectively manage partnerships while encouraging continued collaboration with diverse community organizations.

Target Status

Met

Results 2.1

The target was met. The Community Partnership Inventory documented 22 active collaborative partnerships during the assessment cycle, exceeding the target of 20 active partnerships. This represents an increase of three partnerships from the previous assessment cycle. The partnerships supported internships, service-learning experiences, community outreach initiatives, and collaborative projects that aligned with the department's mission. The findings indicate that the department continues to strengthen its network of community partners while sustaining meaningful collaborative relationships that support teaching, service, and civic engagement.

Action 2.1

Although the target was met, the Community Engagement Committee will evaluate the effectiveness of existing community partnerships to identify opportunities for expanding collaborative activities and strengthening partner engagement. The committee will develop recommendations for sustaining high-impact partnerships and cultivating new partnerships that support the department's mission. Recommendations will be presented to the Department Chair by May 2027.

Performance Objective 2.2

Increase participation in department-sponsored community engagement activities by the end of the academic year.

KPI 2.2 (Direct Measurement Method)

Community Engagement Participation Dashboard: The Community Engagement Participation Dashboard tracks student participation in department-sponsored community engagement activities across academic years. Using event registration records, volunteer logs, and attendance records, the Assessment Coordinator will calculate the percentage of enrolled students who participated in at least one qualifying community engagement activity during the assessment cycle and compare the results with previous assessment cycles to identify participation trends over time. The dashboard provides longitudinal participation data that support continuous monitoring of student engagement. Results will be reviewed by the Community Engagement Committee to identify strategies for increasing student participation in future community engagement activities.

Target 2.2

At least 80% of enrolled students will participate in one or more department-sponsored community engagement activities during the assessment cycle. Community engagement is a central component of the department's mission and reflects its commitment to civic leadership, ethical public service, and community partnerships. The benchmark establishes a high expectation for student participation by encouraging broad involvement in department-sponsored engagement activities while recognizing that individual student schedules, employment commitments, and other responsibilities may limit participation for a small percentage of students. The target is intentionally ambitious and reinforces the department's commitment to cultivating a culture of civic engagement throughout the student experience.

Target Status

Not Met

Results 2.2

The target was not met. The Community Engagement Participation Dashboard indicated that 76% (304 of 400) enrolled students participated in at least one department-sponsored community engagement activity during the assessment cycle, below the target of 80%. This represents an increase from 71% during the previous assessment cycle. Dashboard data indicated that participation was highest among first- and second-year students, while participation declined among upper-division students. The findings suggest that the department has successfully expanded overall student engagement but may benefit from strategies that encourage sustained participation throughout students' academic careers.

Action 2.2

The Community Engagement Committee will review participation data from the Community Engagement Participation Dashboard to identify factors associated with lower participation among upper-division students. Based on the findings, the committee will develop strategies to increase awareness of community engagement opportunities, improve scheduling, and reduce barriers to participation. The recommended strategies will be implemented during the 2027–2028 academic year and evaluated during the next assessment cycle.

Goal 3

Foster a collaborative and innovative departmental culture that supports scholarship, continuous improvement, and responsible stewardship of departmental resources.

Performance Objective 3.1

By the end of the academic year, increase the percentage of faculty participating in scholarly and professional activities.

KPI 3.1 (Direct Measurement Method)

Faculty Annual Activity Report: The Faculty Annual Activity Report documents scholarly and professional activities completed by full-time faculty during each academic year. Faculty will report qualifying activities, including peer-reviewed publications, conference presentations, grant submissions, professional certifications, creative works, and leadership in professional organizations. The Department Chair will review the reports and calculate the percentage of full-time faculty who participated in at least one qualifying scholarly or professional activity during the assessment cycle. Results will be compared with previous assessment cycles to identify trends in faculty participation and reviewed by the Department Chair to identify strategies that support faculty scholarship and professional development.

Target 3.1

At least 85% of full-time faculty will participate in one or more qualifying scholarly or professional activities during the assessment cycle. Faculty scholarship and professional engagement are essential to advancing the department's mission through academic inquiry, innovation, and continuous improvement. Active participation in scholarly and professional

activities strengthens teaching, contributes to disciplinary knowledge, supports meaningful community engagement, and enhances the department's academic reputation. The benchmark establishes a high expectation for faculty engagement while recognizing that scholarly productivity may vary based on faculty workload, appointment responsibilities, and the nature of individual scholarly activities.

Target Status

Met

Results 3.1

The target was met. Faculty Annual Activity Reports indicated that 89% (17 of 19) full-time faculty participated in at least one qualifying scholarly or professional activity during the assessment cycle, exceeding the target of 85%. This represents an increase from 84% during the previous assessment cycle. Reported activities included peer-reviewed publications, conference presentations, grant submissions, professional certifications, creative works, and leadership in professional organizations. The findings demonstrate continued faculty engagement in scholarly and professional activities and suggest that existing departmental support for scholarship and professional development is contributing to sustained participation.

Action 3.1

Although the target was met, the Department Chair will review faculty participation trends to identify opportunities for increasing engagement in scholarly and professional activities across all faculty ranks. The department will continue to support scholarship through professional development opportunities, mentoring, and recognition of faculty achievements while monitoring participation trends during the next assessment cycle. These activities will be completed by May 2027.

Performance Objective 3.2

For the current assessment cycle, increase the percentage of academic programs that develop assessment plans achieving an overall rating of Good, as defined by the Office of Assessment's Meta-Assessment Rubric.

KPI 3.2 (Direct Measurement Method)

Meta-Assessment Review of Program Assessment Plans: The Meta-Assessment Review of Program Assessment Plans evaluates the quality of assessment plans developed by the department's academic programs using the Office of Assessment's Meta-Assessment Rubric. During each annual assessment cycle, trained reviewers will evaluate each program's assessment plan and assign an overall rating using the established rubric, which includes the following ratings: Developing, Minimally Compliant, Good, and Exemplary. The Assessment Coordinator will calculate the percentage of assessment plans achieving an overall rating of Good, compare the results with previous assessment cycles to identify trends in assessment plan quality, and summarize the findings in an annual meta-assessment report. Results will be reviewed by the Assessment Committee to identify opportunities for professional development, assessment consultation, and process improvements that support the development of high-quality assessment plans across the department's academic programs.

Target 3.2

At least 80% of academic program assessment plans will achieve an overall rating of Good on the Office of Assessment's Meta-Assessment Rubric. Developing high-quality assessment plans reflects the department's commitment to evidence-informed decision-making, continuous improvement, and accountability. Because assessment planning is a shared responsibility supported through departmental leadership, professional development, and ongoing collaboration, the benchmark reflects the expectation that nearly all academic programs will develop assessment plans meeting institutional quality standards. The target is intentionally ambitious while recognizing that individual programs may require additional time, support, or refinement to consistently achieve the Good performance level.

Target Status

Not Met

Results 3.2

The target was not met. The Meta-Assessment Review of Program Assessment Plans found that 67% (4 of 6) academic program assessment plans achieved an overall rating of Good, falling short of the target of 80%. This represents an improvement from 50% during the previous assessment cycle. The review found that most assessment plans demonstrated clear alignment among goals, performance objectives, KPIs, and targets; however, some assessment plans did not achieve the Good standard because the results lacked sufficient interpretation, and the actions were not consistently supported by the reported results. However, the results indicated that the department has made meaningful progress in strengthening assessment quality while identifying opportunities to further improve assessment planning across its academic programs.

Action 3.2

The Assessment Committee will review the findings from the Meta-Assessment Review of program assessment plans to identify common areas requiring improvement, with particular attention to interpreting results and aligning actions with assessment findings. The committee will develop targeted assessment resources, provide individualized consultation to program assessment coordinators, and conduct an internal peer review of draft assessment plans before annual submission. These activities will be completed prior to the 2027–2028 assessment plan submission cycle.

Previous Cycle's Plan for Continuous Improvement (Do not modify)

During the next assessment cycle, the department will strengthen experiential learning by expanding department-sponsored opportunities and community partnerships that support student participation in applied learning experiences. The department will also review academic advising resources and communication practices to identify opportunities to improve advising accessibility, consistency, and student satisfaction.

The department will continue efforts to strengthen community engagement by sustaining and expanding collaborative partnerships and increasing student participation in department-sponsored community engagement activities. Faculty scholarship and professional development will also be supported through continued opportunities, resources, and recognition intended to encourage faculty participation in scholarly and professional activities.

To strengthen assessment practices, the department will provide additional guidance and support to academic programs to improve the quality of assessment planning and promote greater consistency with institutional assessment expectations.

As a new initiative, the department will conduct a broader review of its community engagement efforts to examine how departmental activities align with the department's mission and strategic priorities. Information gathered through the review will be used to identify opportunities for future improvement and inform subsequent assessment and planning efforts.

Update to the Previous Cycle's Plan for Continuous Improvement

During the previous assessment cycle, the department implemented several initiatives designed to strengthen experiential learning, academic advising, community engagement, faculty development, and assessment practices. Overall, meaningful progress was made on each planned action, although some initiatives will continue into the next assessment cycle.

The department expanded experiential learning opportunities and strengthened community partnerships, thereby increasing student participation in these activities. Academic advising resources and communication practices were also reviewed and updated, resulting in modest improvements in student satisfaction while identifying additional opportunities for improvement.

Efforts to strengthen community engagement resulted in an increase in active partnerships and greater student participation in department-sponsored activities. Faculty continued to engage in scholarly and professional activities, and participation increased compared to the previous assessment cycle.

The department also continued to improve the quality of assessment planning by providing additional assessment support to academic programs. The percentage of assessment plans achieving the department's expected level of quality increased from 50% in the previous assessment cycle to 67% in the current cycle. Although this improvement demonstrates progress, the department did not achieve its target of 80%, and additional improvement remains necessary. The department also initiated a broader review of its community engagement efforts to better align departmental activities with its mission and strategic priorities. Information gathered through this review will continue to inform planning and assessment efforts during the next cycle.

New Plan for Continuous Improvement

During the next assessment cycle, the department will continue to strengthen teaching, student support, community engagement, faculty development, and assessment quality through a coordinated approach to continuous improvement. Assessment findings from the current cycle will be used to refine departmental practices, strengthen existing initiatives, and guide decisions that support student success, faculty engagement, and meaningful community partnerships.

The department will continue to expand access to experiential learning opportunities while evaluating strategies that promote greater student participation throughout the curriculum. Efforts will also focus on enhancing the quality and consistency of academic advising, increasing

student participation in community engagement activities, supporting faculty scholarship and professional development, and strengthening assessment planning through continued review and assessment support. Collectively, these initiatives are intended to improve departmental effectiveness while reinforcing the department's mission of civic leadership, community engagement, and ethical public service.

As a new initiative, the department will develop a Departmental Performance Dashboard that integrates key performance indicators from across the assessment plan into a single reporting tool. The dashboard will be used to monitor performance trends, support evidence-informed decision making, and provide department leadership and faculty with a comprehensive view of progress toward departmental goals. Information gathered through the dashboard will also be used to identify emerging priorities and inform future continuous improvement efforts.