Goal Setting and Implementation Plan Guidelines 2025-2026

## Overview and Elements of the Plan:

The *Goal Setting and Implementation Plan* is prepared by the associate or divisional dean in consultation with the unit. This document draws from the self-study document, the ERC/IRC report, input from the school/college dean, unit head, faculty, and the Office of the Provost. The *Goal Setting and Implementation Plan* should contain the following elements:

* An introduction that describes the key findings of the evaluation process, including particular issues and accomplishments noted during the review.
* A summary of the unit’s strategic direction, including any shifts in direction suggested by the findings of the review.

* A candid description of the strengths and current limitations across the research, teaching, and service missions of the unit in the context of the unit’s strategic direction.
* A summary of the prioritized areas of focused identified by the unit in the self-study.
* A prioritized list of concrete goals and objectives aligned with the prioritized areas of focus. At least one must be a Student Achievement Goal (SAG), focused on closing equity gaps where they exist.
* An implementation plan for achieving the goals and objectives including:
  + Individual responsible for taking the lead on each goal and objective.
  + A timetable for attainment.
  + A statement of necessary resources and investments.

For example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Objective** | **Point Person** | **Resources** | **Target Date** |
| 1. Reduce Course Completion Equity Gaps | * + Increase completion rates for SUBJ101 by 10% and close equity gap to within 5% | Faculty member name | * + 1 Course release   + TEP support | Fall 2026 |

* A plan (see plan outline below) for how Program Learning Outcomes (PLOs) will be assessed over the next decennial program review cycle. Note: each program learning outcome must be assessed at least once per decennial program review cycle.

## Plan for assessing Program Learning Outcomes:

A plan shows how and when program learning outcomes will be assessed. Start by indicating when you will assess each program learning outcome. Each outcome should be assessed at least once in each decennial program review cycle.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Learning Outcomes**  Current outcomes are published in the UO Catalog | **AY 25-26** | **AY 26-27** | **AY 27-28** | **AY 28-29** | **AY 29-30** | **AY 30-31** | **AY 31-32** | **AY 32-33** |
| *Students will be able to…* | X |  |  |  |  |  |  |  |
| *Students will be able to…* |  | X | X |  |  |  |  |  |
| *Students will be able to…* |  |  |  |  | X | X |  |  |
| *Students will be able to…* |  |  |  | X |  |  |  |  |
| *Students will be able to…* |  |  |  |  |  |  | X |  |
|  |  |  |  |  |  |  |  |  |

An assessment plan should also identify how you will approach assessment of these learning outcomes. A curriculum map can be a helpful tool to identify embedded opportunities for assessment in existing courses and assignments – you can use a curriculum map template at the bottom of this [document](https://uoregon-my.sharepoint.com/personal/ahocker_uoregon_edu/Documents/Program%20Assessment/2024-25/2024_25%20UG%20Assessment%20Guidelines.docx).

|  |  |  |
| --- | --- | --- |
| **Program Learning Outcomes**  Current outcomes are published in the UO Catalog | **Methods to Assess achievement of learning outcomes** | **Timeline for assessment activity** |
| *Students will be able to…* | e.g. Instructor ratings of final oral presentations in COURSE 302 will be collected and summarized. Instructor will identify any common strengths and weaknesses among students. | *e.g.*  *“AY24-25*  *Collect data in Fall and Winter*  *Discuss in Spring faculty meeting before annual report is due.”* |
| *Students will be able to…* | e.g. Responses to selected questions embedded in midterm and final exams related to \_\_\_ topic that relate to this PLO. We will report trends from previous years and the % of students achieving 80% or better on the set of exam questions related to \_\_\_\_. | *e.g.*  *“AY26-27*  *Collect data in Spring 26 and Fall 26*  *Share in Winter 27 faculty meeting before annual report is due.”* |
| *Students will be able to…* | e.g. All instructors teaching capstone courses in the major will complete an assessment of their students competencies with [*objective]* as demonstrated in their capstone projects. Results will be combined and presented in a faculty meeting. |  |
| *Students will be able to…* |  |  |

**Additional PLO Assessment Questions to Address:**

**Who is responsible for assessment?** (identify an individual or committee who will coordinate the implementation of assessment activities on an annual basis)

**What is the plan for review of the assessment results?** (usually during a faculty meeting each year)

**How will the annual reporting be completed and uploaded to program assessment folders?**

**How will any recommendations or actions be implemented?**

## How the Report is Developed:

1. The associate dean drafts the preliminary “Goal Setting and Implementation Plan” in consultation with the unit and school/college dean.
2. The unit head, together with the unit's faculty, will discuss the preliminary report and propose revisions as deemed appropriate. The associate dean will revise the report.
3. Before submitting the report to the Office of the Provost, the school/college dean must read and approve the Goal Setting and Implementation Plan.
4. The approved plan will be submitted by the associate dean to the unit SharePoint folder by December 15.
5. The Office of the Provost will work with the associate dean as needed to finalize the plan, which may include discussion and revision to ensure alignment with university priorities and NWCCU accreditation standards.
6. The school/college dean will integrate the goals and objectives of the implementation plan into the college/school strategic plan as relevant.
7. Units will report on progress toward assessing their Program Learning Outcomes (PLOs) and Student Achievement Goals (SAGs) in their annual assessment reports.
8. Units should report progress on other goals through the college/school internal accountability processes.