**Department/Program Assessment Plan Template**

Overview: This template provides guidance to programs when creating their assessment plans. Some sections provide example items to use as needed when writing program-specific plans.

|  |  |
| --- | --- |
| Department/Program |  |
| Department Chair |  |
| Lead person (or team) |  |
| Date updated/submitted |  |

1. STUDENT LEARNING OUTCOMES (SLOs)

Definition of SLO: Statements that specify what **students** will know and demonstrate when they have completed or the program/emphasis/minor. Learning outcomes should be specific to content, measurable, ambitious, and time bound.

Please indicate at least one differentiating SLO for each program emphasis (if applicable).

Example of SLO: *Teacher candidates will distinguish between the different levels of learning among students with disabilities and describe how to best support their individualized needs through differentiation*.

Example of SLO: *Students will integrate human anatomy and physiology concepts, and demonstrate ability to design programs that will optimize health and performance.*

Our program learning outcomes are as follows *[3-8 recommended]*:

|  |  |
| --- | --- |
| SLO 1 |  |
| SLO 2 |  |
| SLO 3 |  |
| SLO 4 |  |
| SLO 5 |  |
| SLO 6 |  |
| SLO 7 |  |

Some program SLOs should align with Essential Learning Outcomes (ELOs), and programs may have additional, unique SLO topics. The ELO topics are:

1. Knowledge of human cultures and the physical and natural world
2. Intellectual and practical skills
3. Personal and social responsibility
4. Integrative and applied learning
5. LEARNING OPPORTUNITIES.

Use a “curriculum map” to illustrate which courses and requirements help students meet the intended outcomes. An “I” on the curriculum map indicates where the program plans to introduce students to each SLO. A “D” on the curriculum map indicates where the program plans to provide opportunities for students to develop SLOs. An “A” on the curriculum map indicates when the program plans to assess each learning outcome.

Sample curriculum map:

*The program’s courses are listed in the top row, and SLOs are listed in the first column. In addition, programs are encouraged to identify the signature assessments used to evaluate student learning.*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SLO | 150 | 201 | 230 | 320 | 355 | 365 | 410 | 440 | 480 | 493 |
| 1 | I |  |  | D |  |  |  | D, A1 |  |  |
| 2 |  | I |  |  | D |  |  | D, A4 | A2 |  |
| 3 | I |  |  | D |  | D |  |  |  | A6 |
| 4 |  | I, A5 |  |  |  |  |  |  | A5 |  |
| 5 | I |  |  | D |  |  | A4 |  |  | A3 |
| 6 |  |  | I |  |  | D |  |  |  | A1 |
| 7 |  |  | I |  |  |  | D | A1 |  | A3 |

Example signature assessments:

A1) Artifact in portfolio

A2) Capstone exam

A3) Internship supervisor’s student evaluation

A4) Course-based exam

A5) Writing analysis with common rubric

A6) Alumni survey

1. TIMELINE

Complete a timeline that indicates the programs plan to assess the SLOs and who will lead the work for the specified outcome. SLOs can be assessed on a rotational basis.

|  |  |  |
| --- | --- | --- |
| SLO | When assessed: | Team member responsible: |
|  |  |  |

1. ASSESSMENTS

Describe the measure/process used to assess SLOs, and the criterion for performance.

|  |  |  |
| --- | --- | --- |
| **SLO** | **Measure or assessment tool and process used to evaluate** | **Criterion** |
| 1 | *Example: capstone writing assignment, sample scored using writing matters rubric in final semester* | *Example: Students score X or above to be determined proficient* |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

1. FINDINGS

Briefly describe the results of the information collected from the assessments in #4 (*What are the implications of the findings? Are students achieving expected learning outcomes?)*. How will the program use the results for program growth and improvement?

|  |  |
| --- | --- |
| SLO 1 | Example: *During pre- and student-teaching semesters, Cooperating Teachers and University supervisors evaluate teacher candidates (TC) on their attitudes, skills, and competencies related to being a responsible professional, see attached form (SLO 5). TC are evaluated on a 0 – 4 scale, from no basis for judgment (0) to advanced (4). Faculty and program coordinators use these data as an indicator of TC development as a teacher throughout their program of study. TC generally improve throughout the program and that improvement is evident by increased scores from pre- to student-teaching field experiences. However, if a student does not make progress on these standards throughout their program, the University Supervisor and/or Cooperating Teacher initiates the programs remediation process.*  *The Special Education program reports 2% of students have participated in the remediation process, which means the majority of candidates are performing at the basic (2) to advanced (4) levels, as expected of candidates upon completion of an initial preparation program. Of those who do participate in remediation, 75% successfully complete student teaching.* |
| SLO 2 | Example: *The results of the capstone exam were slightly below our criterion (74% students scored 80 or higher on the capstone exam, and the criterion, based on national standards, was 80% scoring 80 or higher). A detailed analysis of the capstone results demonstrated that students struggle in particular with X concepts. As a result, the program faculty plan to revise the content in course # 230, requiring more foundational knowledge to better prepare students for the higher-level courses.* |
| SLO 3 |  |
| SLO 4 |  |
| SLO 5 |  |
| SLO 6 |  |
| SLO 7 |  |

1. ACTION PLAN

The action plan should include the specific actions individuals in the program will take to make changes to the program based on assessment results. Include the timeline and people responsible for each action.

|  |  |  |
| --- | --- | --- |
| Action Items | Team member responsible: | Timeline: |
|  |  |  |