**Department/Program Assessment Plan Template**

**Mission Statement, Learning Outcomes, & Learning Opportunities**

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. DEPARTMENT/PROGRAM MISSION STATEMENT and GOALS

Include the department/program mission statement. The curricular goals should be broad, general statements of (1) what the department/program will do to provide students with desired knowledge and skills, and (2) what students will do so that they gain desired knowledge and skills. These are not the same as the actual knowledge and skills; those are the “student learning outcomes.” Most programs will align program goals with teaching/accreditation standards.

Example of goal: *Respond to societal and economic demands by expanding the use of online delivery course offerings with high quality.*

Our program goals and mission statement are as follows [*the number of goals will depend on the program, 2-6 goals recommended*]:

|  |  |
| --- | --- |
| Goal 1 |  |
| Goal 2 |  |
| Goal 3 |  |

1. STUDENT LEARNING OUTCOMES

Definition of SLO: Statements that specify what **students** will know and demonstrate when they have completed or participated in a program/activity/course/project. Learning outcomes should be specific to content, measurable, ambitious, and time bound.

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*.

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

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

Some programs have standards provided by outside agencies, such as accrediting bodies. Below is an example of how to align SLOs with those standards. The example below uses the INTASC Teacher Preparation standards.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| INTASC | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 |
| 1. Learner Development | x |  | x |  |  | x |  |
| 2. Learning Differences |  | x | x |  | x | x |  |
| 3. Learning Environments |  |  |  | x | x | x |  |
| 4. Content Knowledge | x | x |  |  |  | x |  |
| 5. Application of Content |  | x | x |  | x | x |  |
| 6. Assessment |  |  |  | x |  |  |  |
| 7. Planning for Instruction |  | x |  | x |  |  |  |
| 8. Instructional Strategies |  | x | x | x |  |  |  |
| 9. Professional and Ethical Practice |  |  |  |  |  |  | x |

1. 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. *Tip: When possible and appropriate, include the type of assignment/activity associated with the learning outcome.*

Sample curriculum map:

*The map below gives an example of how to map program curriculum to the SLOs by indicating where in the curriculum the SLOs are* ***I****ntroduced,* ***D****eveloped, and* ***A****ssessed. 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 | 325 | 322 | 321 | 466 | 361 | 326 | 486 | 385 | 360 | 458 | 410 | 462 | 440/485 |
| 1 | I | I | I | D/A |  |  | D/A | A1 |  |  | A1 |  |  |
| 2 |  |  |  |  | I |  | D | A2 |  | D | A1 |  |  |
| 3 |  |  |  |  | I |  | D | A3 |  | D/A1-2 | A1-2-3 |  |  |
| 4 |  |  |  |  |  | I |  |  |  |  |  | D/A4 | A5 |
| 5 |  |  |  |  |  |  |  |  | I/D/A6 |  |  |  |  |

Signature Assessments:

1) Lesson and unit plans

2) Small group intervention plan

3) Formal Observations by university supervisor and cooperating teachers

4) Formal academic assessment

5) Functional Behavior Assessment

6) Classroom management plan

1. TIMELINE

Complete a timeline that indicates the programs plan to assess the SLOs and who will lead the work for the specified outcome.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |

1. FINDINGS

Briefly describe the results of the information collected from the assessments in #5, provide examples. How will the program use the results for program growth and improvement?Programs do not need to evaluate all SLOs every year. In addition, this does not have to be a detailed and comprehensive report.

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

Sample description of findings:

*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.*

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: |
|  |  |  |

Developed utilizing and modifying the templates found at: <http://www.uww.edu/assessment/resources>