**Department/Program Assessment Plan Template**

**Overview**: This template provides guidance on how to create a program-level assessment plan. Each of the six sections includes some instruction and example(s). If using this document as a template, please remove the directions and examples before submitting your plan for review.

**DEPARTMENT INFORMATION** (to be completed by author)**:**

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

1. **STUDENT LEARNING OUTCOMES (SLOs)**

List the program’s Student Learning Outcomes (SLOs) in the table below. It is recommended that each program has 3-8 specific and measurable SLOs. A definition and examples are provided in the box below for quick reference.

|  |
| --- |
| 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.* |

**Write the program’s Student Learning Outcomes *[****minimum 3, maximum 8****]*:**

|  |  |
| --- | --- |
| SLO 1 |  |
| SLO 2 |  |
| SLO 3 |  |
| SLO 4 |  |
| SLO 5 |  |
| SLO 6 |  |
| SLO 7 |  |
| SLO 8 |  |

1. **LEARNING OPPORTUNITIES**

Create a curricular map that includes the core courses in your program and the alignment to each SLO. This map should show where in the program’s curriculum students are acquiring the knowledge and skills listed in the program SLOs. A description and example are provided in the box below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The curriculum map illustrates 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 core courses are listed in the top row (**bold**), and SLOs are listed in the first column (gray shade). In addition, programs may choose 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 |

**Provide your program’s curricular map here (**add/remove SLO rows and course columns as needed**):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SLO | **Course #** | **Course #** | **Course #** | **Course #** | **Course #** | **Course #** | **Course #** |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |

1. **TIMELINE**

Complete a timeline that indicates the program’s plan to assess the SLOs, and identify who will lead the work for each specified outcome. The timeframe should indicate when data will be reviewed, discussed, and analyzed in order to determine how students are performing on the specified SLO. For this reason, it is reasonable to assume that SLOs will not be analyzed every year. An example is provided in the box below.

|  |
| --- |
| SLO 1 (column 1): Students will be able to analyze primary and secondary historical sources to construct evidence-based arguments about major historical events, demonstrating critical thinking and effective written communication, as evaluated by a faculty-developed rubric with a minimum proficiency level of 80%.  Timeframe (column 2): This SLO is embedded in 3 courses, and data will be collected in COURSE # annually. The SLO will be evaluated at the end of each spring term to determine if the program needs to make changes for the upcoming academic year.  Team member (column 3): Each year, the faculty teaching COURSE # will compile the student data and share it with the remaining program faculty and staff during our spring faculty meeting. During this meeting, we will analyze the compiled data and determine current performance on the SLO, and potential next steps based on that analysis. |

**Complete the table below (**add SLO rows if needed**):**

|  |  |  |
| --- | --- | --- |
| List of Student Learning Outcomes: | During what timeframe\* will the SLO be assessed: | Team member responsible: |
| SLO 1: |  |  |
| SLO 2: |  |  |
| SLO 3: |  |  |

\*Timeframe is referring to when the program will review and discuss data collected on that specific SLO. For example, it may read “each spring term” which means that data collected on that SLO will be reviewed and analyzed by the program annually.

1. **ASSESSMENTS**

Describe the measure/process the program plans to use to assess each of the SLOs, and the criterion for performance. An example is provided in the box below.

|  |
| --- |
| SLO 1 (column 1): Students will be able to analyze and interpret Western classical music from the Baroque to Contemporary periods, demonstrating their ability to identify key stylistic characteristics, forms, and compositional techniques in written and oral presentations with at least 80% accuracy.  Measure (column 2): Students will complete a performance-based assessment as an oral presentation or written paper. The work should include historical context, structure, and compositional techniques. The assigned faculty member will evaluate the work using a rubric (see attached rubric).  Criterion (column 3): Students will be expected to perform “proficiently” on the assignment scoring at 80% or above. |

**Complete the table below (**add rows if needed**):**

|  |  |  |
| --- | --- | --- |
| **SLO:** | **Measure or assessment tool and process used to evaluate:** | **Criterion:** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

1. **FINDINGS**

Share the findings from the program’s analysis of the data collected on each SLOs since the last program review. Since reviews occur every seven years, you should provide an analysis of every SLO. The findings section should answer two questions: 1) does the data show that students are meeting the predetermined criteria for performance on each of the learning outcomes [findings]? and 2) what are the implications of the findings [implications]?

The findings are to be organized by each SLO as shown in the example below:

|  |  |
| --- | --- |
| 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. 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. [Context, optional]*  *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. [Findings]*  ***The Special Education program appears to be effectively preparing the majority of its candidates,*** *as evidenced by the low remediation rate (2%) and the expected performance levels of most students. Additionally, the* ***remediation process itself appears to be largely successful,*** *with 75% of those who undergo remediation ultimately completing student teaching. [Implication]* |
| 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, is 80% scoring 80 or higher). A detailed analysis of the capstone results demonstrated that students struggle in particular with statistical concepts. [Findings]*  ***While most students are meeting the expected level of proficiency, the program is not fully achieving its benchmark for capstone exam performance.*** *The fact that statistical concepts are a specific area of struggle suggests a need for targeted curriculum adjustments or additional support in this area. [Implication]* |

**Share the program’s findings on each SLO. Be sure to organize this information by each SLO so that the alignment between the data and SLO is clear (**add SLO rows as needed**)**:

|  |  |
| --- | --- |
| **Program SLOs:** | **Findings: (1) summary of student performance data, and (2) implications:** |
|  |  |
|  |  |
|  |  |

1. **ACTION PLAN**

List the specific actions individuals in the program will take to make changes based on assessment results. Include the name/title of the team member responsible for ensuring the action item is addressed, as well as when the action item is to be implemented and completed. An example is provided in the box below.

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| --- |
| Action Item (column 1): *In order to familiarize teacher candidates with expected dispositions, faculty teaching seminar courses that support student teaching placements will take time in the seminar course to discuss the professional attitudes, skills and competencies in which the teacher candidates (TC) are being evaluated. This curricular adjustment will include a survey evaluation of the TCs to determine if they understood the expected professional competencies.*  Team Member (column 2): *Faculty teaching seminar courses, and the program coordinator collecting this data.*  Timeline (column 3): *We implemented this action in fall 2023, and faculty review the seminar professional competencies survey results during the seminar course (essentially monitoring TC perceived competence while student teaching). The program plans to review the survey results and cooperating teachers’ evaluations to determine if there has been improvement of TCs professional attitude and skills in the classroom since introducing this content in the seminar course.* |

**Organize the program’s findings by each SLO as shown in the example (**add rows as needed)**:**

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