Programmatic Assessment Plan

Program Name: _____ Created By: _____ Date: _____

**Division of
Mission**

Vision

**Department of
Mission**

Vision

**Program
Mission**

Vision

University Level

ILP Code	Institutional Learning Priorities (ILPs)
ILP 1	**Graduates have a deep understanding of the world.** *Accomplished through:* **ILP 1A. Foundational Skills and Disciplinary Breadth** – Students will demonstrate attainment of the Learning Outcomes of the Liberal Arts and Sciences program. **ILP 1B. Mastery in a Defined Body of Knowledge** – Students will attain the specialized academic objectives of their major or program. **ILP 1C. Engagement with Campus and Community** – Students will develop personal and professional skills, goals, and ethical standards of behavior though co-curricular experiences.
ILP 2	**Graduates know how to learn and how to apply their knowledge.** *Accomplished through:* **ILP 2A. Creative and Critical Thinking** – Students will use evidence and context to increase knowledge, reason ethically, assess the quality of information, solve problems, and innovate in imaginative ways. **ILP 2B. Effective Communication** – Students will carefully consider and clearly articulate ideas for a range of audiences and purposes in written, spoken, technology-mediated, visual, or other forms of communication. **ILP 2C. Integrative Learning** – Students will apply their breadth and depth of knowledge, skills, and experience to address complex issues.
ILP 3	**Graduates are engaged citizens who demonstrate integrity and continuous personal growth.** *Accomplished though:* **ILP 3A. Respect for People and Cultures** – Students will appreciate the contributions and needs of diverse individuals and groups and understand themselves in solidarity with others locally, nationally, and globally. **ILP 3B. Civic Participation in Wider Communities** – Students will demonstrate their ability to work within and across communities, to apply their knowledge in the service of others, and to promote social justice. **ILP 3C. Continuous Learning and Personal Growth** – Students will approach the world with confidence and curiosity, appreciate the complex identities of themselves and others, and reflect critically on their experiences throughout life to make informed choices that advance their own well-being and that of the larger community.

Department Learning Outcomes

LO Code	(Department Name) Learning Outcomes (LOs)	Alignment to Division/General Education LOs or ELOs

Program Learning Outcomes (PLOs)

LO Code	(Program Name) Learning Outcomes (LOs)	Alignment to Department/Division/General Education LOs or ELOs

Concentration Learning Outcome (LO) if Applicable

LO Code	(Concentration Name) Learning Outcomes (LOs)	Alignment to Program/Department/Division/General Education LOs or ELOs
LO1		

A more intensive listing would include the Course Learning Outcomes (CLOs) for each of the CORE required courses and link them to the Program and Concentration Los.

PART II: CURRICULUM MAPPING

Instructions

- Add the "required" courses in the left column starting with First Level to Upper Level.
- Add Program Learning Outcomes as a header for each column
- Add one number per cell to indicate the level at which the outcome is addressed in the course (see key below).
- Add an "A" in cells to indicate an assessment activity from the course will be used in Program Assessment.

- Focus should be only the required courses for all majors in the field of study. An additional table should be created for concentrations to map the additional learning outcomes, if necessary.

COMMON (Program Name) CORE

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
Core Courses							

(Concentration Name) CONCENTRATION

	LO1	LO 2	LO 3	LO4	LO5
Courses					

0	1	2	3	A
Not Addressed	Introducing	Broadening	Fulfilling	Assessed for Program

Key

- PLO = Program Learning Outcome
- Not Addressed = PLO is not addressed within the specific course
- Introducing = PLO is covered at an introductory level within the specific course
- Broadening = PLO is covered in the course so as to reinforce the students' learning of it within the specific course
- Fulfilling = Demonstration of proficiency of the PLO occurs within the specific course
- Assessed for Program = There will be a Direct Assessment activity to be used in Program Level Assessment in all sections of this course.

PART III: ASSESSMENT MEASURES, TIMELINES AND TARGETS

Direct Assessment

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (written project, oral presentation with rubric, etc.)	Timing of Assessment (annual, semester, bi-annual, etc.)	When assessment is to be administered in student program (internship, 4th year, 1st year, etc.)	To which students will assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)

Indirect Assessment

Using the table below, list and briefly describe the **indirect method(s)** used to supplement direct measures above.

- Indirect measures include, but are not limited to: student surveys, focus groups, meetings with advisory boards, employer feedback, internship feedback, alumni surveys, etc.

PLO #	Assessment description (survey, focus group, interviews, etc.)	When assessment is to be administered	Who will give indirect feedback	Criteria for Success or Goal to be Achieved

Part IV: Assessment Cycle Timeline

Explanation:
- Programmatic student learning outcomes are assessed on a five-year cycle, which means each one is to be FULLY analyzed at least once in a five-year period.

Five-Year Assessment Plan

Program Learning Outcome	Year 1	Year 2	Year 3	Year 4	Year 5

PART V: INTENDED ANALYSIS, RESPONSIBILITY, AND COMMUNICATION

Explanation:
- Implementation of the assessment plan should be a shared responsibility--identify who was involved in developing the assessment plan
- Identify who will be involved in the analysis and evaluation of the subsequent evidence
- Identify who will be responsible for communicating results and creating an action plan
- Can utilize a diagram to show the cycle of assessment

Glossary of Terms

Assessment Method: The assessment instrument(s) used to assess student learning.
- **Direct:** Linked to actual student work – i.e. written assignments, oral presentations, projects, etc.
- **Indirect:** Not actual student work – i.e. surveys, focus groups, employer feedback, etc.

Department/Program Goals and Objectives: Usually a combination of learning outcomes and strategic outcomes, that may or may not be based on student-centered work.

Essential Learning Outcome (ELO): The University-level Learning Outcomes - should be very broad. These are the specific characteristics a student should have upon graduation from the institution. Assessment from the Course, Program, Department and Divisional levels will link upward to show achievement.

Learning Outcome (LO): Measurable statements that indicate the specific characteristics students should exhibit in order to demonstrate achievement. The levels of Learning Outcomes are LA&S, Divisional, Department, Program and Course.

Mission Statement: A concise statement that explains the purpose of the division, department, or program based on the primary functions.

Source of Assessment: The course and student work that will provide data.

Vision Statement: A very concise (usually one sentence or partial sentence) statement that is "forward" thinking and describes what the Division, Department or Program strives to be.