**Degree Program Assessment Plan and Report Template**

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| **College/School:****Degree Program:****Degree Level:** | **Department/Unit:****Faculty Director / Program Coordinator: Primary Contact Information:** |

**SECTION I: ASSESSMENT PLAN**

**General Overview**

1. **Development of Program Learning Outcome (PLOs)**: Describe how faculty, students, and other stakeholders are involved in the routine review of Program Learning Outcomes (PLOs) as well as how PLOs are communicated to external stakeholders (prospective students, community partners).
2. **Development of Assessment Plan:** Describe how faculty and other stakeholders are involved in making the decisions on the assessment plan presented below? Provide a brief description of how student voice is included or reflected. How were students involved in the creation of the assessment plan?
3. **Oversight of Assessment Plan:** Who is responsible for overseeing the implementation of the assessment plan? Identify the team or individual who will coordinate the implementation of the plan on an annual basis.
4. **Preparing the Report:** What is the plan for the production of an annual summary report? The annual summary report includes the materials that form the basis of discussion among the faculty and staff.
5. **Reviewing Assessment Results & Closing the Loop:** What is the plan for the review of the assessment plan, the process by which the data is collected, and the data? What opportunities are there to include student feedback and reflection as the results are analyzed?Explain the general process by which recommendations will be reviewed & implemented.
6. **Equitable Experience:** Briefly describe how the degree program structure and delivery processes promote equitable and inclusive instructional and assessment practices. How do you define equitable experience in your program? How does the student’s movement through the courses help build and support their learning? How do you monitor your progress in this area?

**Overview of Program-Level Program learning outcomes (PLO) Assessment Plan, Data Collection and Analysis Timetable**

List each program PLO in the table below providing an overview of assessment measure and review timetable. Add rows if you have more than five program outcomes. All PLOs must be reviewed every five years. Outline below your planned schedule for reviewing PLOs for this degree distributing them over a 5-year period.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program learning outcomes** | **Direct / Indirect Measure (Check all that apply for each PLO)** | **Frequency of Assessment Activity of PLO (Check one for each PLO)** | **Data Collection****Date Range\*** | **Data Analysis & Reporting Schedule** |
| PLO 1:  | • Direct Measure• Indirect Measure | • Once/semester• Once/year• Once/two years• Once/three years• Other – describe below: |  |  |
| PLO 2: | • Direct Measure• Indirect Measure | • Once/semester• Once/year• Once/two years• Once/three years• Other – describe below |  |  |
| PLO 3: | • Direct Measure• Indirect Measure | • Once/semester• Once/year• Once/two years• Once/three years• Other – describe below |  |  |
| PLO 4: | • Direct Measure• Indirect Measure | • Once/semester• Once/year• Once/two years• Once/three years• Other – describe below |  |  |
| PLO 5: | • Direct Measure• Indirect Measure | • Once/semester• Once/year• Once/two years• Once/three years• Other – describe below |  |  |
| Additional Student Success Assessment Question (as drafted by the department or committee) | • Direct Measure• Indirect Measure | • Once/semester• Once/year• Once/two years• Once/three years• Other – describe below |  |  |

\*To maintain confidentiality, programs with low enrollments can aggregate data across multiple cycles.

**External Accreditor**

Do you have an external accrediting body? Yes • No •

Do PLOs reflect professional standards as dictated by an accreditation or other external body? Yes • No •

**Prior Learning Credit Considerations**

How does your degree program determine Prior Learning Assessment (PLA) credit?

Is PLA credit ever awarded for any of the courses assessed in this plan? If yes, how to you assure PLA credit is equivalent to the course goals and program outcomes?

**Program Coherence and Workforce Development**

Briefly describe how the program-level outcomes of the education program relate to the underlying structure of the curriculum and the rationale for requirements for majors, minors, and graduates. Include brief language about how the degree program prepared students for professional, personal and/or career goals.

**Program learning outcome Assessment Plan – Detail**

Complete a table for each PLO assessment measure. If a PLO is assessed by more than one measure, duplicate the table as needed to accommodate the number of measures. Link to or attach copies of any rubrics used to assess direct measures.

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| **PLO 1:** (Paste PLO here) |
| 1. Title of measure:  |
| 2. Describe how the measure aligns to the PLO: |
| 3. Type | • Direct Measure • Indirect Measure |
| 4. Domain (if Direct measure) | • Examination • Product • Performance |
| 5. Point in program assessment is measured | When? \*Must assess in final year but can also assess earlier for comparison• In first year of program• In second year of program• In third year of programand/or• In final year of program | Where does the assessment occur? |
| 6. Population measured | • All students • Sample of students (Describe below) |
| 7. Frequency of data collection | • Once/semester • Once/year• Once/two years• Once/three years• Other – describe below |
| 8.What is the proficiency threshold and how do you determine if students meet that threshold? | Describe:  |
| 9. Program proficiency target | Describe:  |
| 10. Who is responsible for implementing this assessment?  | Describe:  |
| 11. Who is responsible for analyzing the results?  | Describe: |

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| **PLO 2:** (Paste PLO here) |
| 1. Title of measure:  |
| 2. Describe how the measure aligns to the PLO: |
| 3. Type | • Direct Measure • Indirect Measure |
| 4. Domain (if Direct measure) | • Examination • Product • Performance |
| 5. Point in program assessment is measured | When? \*Must assess in final year but can also assess earlier for comparison• In first year of program• In second year of program• In third year of programand/or• In final year of program | Where does the assessment occur? |
| 6. Population measured | • All students • Sample of students (Describe below) |
| 7. Frequency of data collection | • Once/semester • Once/year• Once/two years• Once/three years• Other – describe below |
| 8.What is the proficiency threshold and how do you determine if students meet that threshold? | Describe:  |
| 9. Program proficiency target | Describe:  |
| 10. Who is responsible for implementing this assessment?  | Describe:  |
| 11. Who is responsible for analyzing the results?  | Describe: |

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| **PLO 3:** (Paste PLO here) |
| 1. Title of measure:  |
| 2. Describe how the measure aligns to the PLO: |
| 3. Type | • Direct Measure • Indirect Measure |
| 4. Domain (if Direct measure) | • Examination • Product • Performance |
| 5. Point in program assessment is measured | When? \*Must assess in final year but can also assess earlier for comparison• In first year of program• In second year of program• In third year of programand/or• In final year of program | Where does the assessment occur? |
| 6. Population measured | • All students • Sample of students (Describe below) |
| 7. Frequency of data collection | • Once/semester • Once/year• Once/two years• Once/three years• Other – describe below |
| 8. What is the proficiency threshold and how do you determine if students meet that threshold? | Describe:  |
| 9. Program proficiency target | Describe:  |
| 10. Who is responsible for implementing this assessment?  | Describe:  |
| 11. Who is responsible for analyzing the results?  | Describe: |

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| **PLO 4:** (Paste PLO here) |
| 1. Title of measure:  |
| 2. Describe how the measure aligns to the PLO: |
| 3. Type | • Direct Measure • Indirect Measure |
| 4. Domain (if Direct measure) | • Examination • Product • Performance |
| 5. Point in program assessment is measured | When? \*Must assess in final year but can also assess earlier for comparison• In first year of program• In second year of program• In third year of programand/or• In final year of program | Where does the assessment occur? |
| 6. Population measured | • All students • Sample of students (Describe below) |
| 7. Frequency of data collection | • Once/semester • Once/year• Once/two years• Once/three years• Other – describe below |
| 8. What is the proficiency threshold and how do you determine if students meet that threshold? | Describe:  |
| 9. Program proficiency target | Describe:  |
| 10. Who is responsible for implementing this assessment?  | Describe:  |
| 11. Who is responsible for analyzing the results?  | Describe: |

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| **PLO 5:** (Paste PLO here) |
| 1. Title of measure:  |
| 2. Describe how the measure aligns to the PLO: |
| 3. Type | • Direct Measure • Indirect Measure |
| 4. Domain (if Direct measure) | • Examination • Product • Performance |
| 5. Point in program assessment is measured | When? \*Must assess in final year but can also assess earlier for comparison• In first year of program• In second year of program• In third year of programand/or• In final year of program | Where does the assessment occur? |
| 6. Population measured | • All students • Sample of students (Describe below) |
| 7. Frequency of data collection | • Once/semester • Once/year• Once/two years• Once/three years• Other – describe below |
| 8. What is the proficiency threshold and how do you determine if students meet that threshold? | Describe:  |
| 9. Program proficiency target | Describe:  |
| 10. Who is responsible for implementing this assessment?  | Describe:  |
| 11. Who is responsible for analyzing the results?  | Describe: |

**Additional Data:** Describe any addition indirect measure data the program uses to complement the PLO assessments described above. (This is optional).

**Curriculum Map**

Paste in or attach a copy of the degree program’s curriculum map showing how each course in the degree program contributes to the development of each PLO. Use the I/D/M designations to show depth of coverage and to illustrate the focus on helping students master the outcomes as expected. All degree programs should have this as an outcome of the Curriculum Alignment Process.

|  |  |
| --- | --- |
|  | Enter program-level learning outcomes and indicate with I/D/M which course or experience contributes to which learning outcome. |
| **Degree Program Required Courses or Experiences\*** | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 | Learning Outcome #5 |
| COURSEID 1 |  |  |  |  |  |
| COURSEID 2 |  |  |  |  |  |
| COURSEID 3 |  |  |  |  |  |
| COURSEID 4 |  |  |  |  |  |
| COURSEID 5 |  |  |  |  |  |
| COURSEID 6 |  |  |  |  |  |
| COURSEID 7 |  |  |  |  |  |
| COURSEID 8 |  |  |  |  |  |
| COURSEID 9 |  |  |  |  |  |
| COURSEID 10 |  |  |  |  |  |
| *\*Add additional rows as needed to capture all requirements and electives I= Introduces students to outcome; D=Develops students’ skills in outcome; M=Students are expected to show mastery of this outcome without additional instruction.* |

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**SECTION II: ASSESSMENT DATA AND ANALYSIS REPORTING**

\*\*Complete this section AFTER your plan (Section I) has been approved.

**Data Collection and Analysis**

Results Table: Report results for each measure of each PLO. Add rows as needed to accommodate the number of PLOs and measures. Programs with adequate enrollments should report three or more individual cycles (by semesters or academic year) of data.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Data Collection****Date Range\*** | **Number of Students Assessed** | **Percentage of Student who Met/Exceeded Threshold Proficiency** |
| PLO 1 – Measure one |  |  |  |
| PLO 1 – Measure two (if applicable) |  |  |  |
| PLO 2 – Measure one |  |  |  |
| PLO 2 – Measure two (if applicable) |  |  |  |
| PLO 3 – Measure one |  |  |  |
| PLO 3 – Measure two (if applicable) |  |  |  |
| PLO 4 – Measure one |  |  |  |
| PLO 4 – Measure two (if applicable) |  |  |  |
| PLO 5 – Measure one |  |  |  |
| PLO 5 – Measure two (if applicable) |  |  |  |

\*To maintain confidentiality, programs with low enrollments can aggregate data across multiple cycles.

**PLO Status Table**

Based on the results reported above and referring to the program proficiency target, indicate the current status of the program PLOs as Met, Partially Met, Not Met, or Unknown. Add rows as needed to accommodate additional PLOs.

|  |  |
| --- | --- |
| PLO 1 | • Met • Partially Met • Not Met • Unknown |
| PLO 2 | • Met • Partially Met • Not Met • Unknown |
| PLO 3 | • Met • Partially Met • Not Met • Unknown |
| PLO 4 | • Met • Partially Met • Not Met • Unknown |
| PLO 5 | • Met • Partially Met • Not Met • Unknown |

To maintain confidentiality, programs with low enrollments can aggregate data across multiple cycles.

**Communication**

For each PLO, describe how results were communicated to full- and part-time faculty and, when appropriate, to students.

|  |  |
| --- | --- |
| PLO 1 |  |
| PLO 2 |  |
| PLO 3 |  |
| PLO 4 |  |
| PLO 5 |  |

**Decisions and Actions**

Briefly describe specific decisions and actions related to each PLO. Include who (e.g., individual faculty or faculty committee) made the decision, when the decision was made (e.g., faculty retreat, faculty meeting, etc.), what data informed the decision, and a timeline for actions taken or to be taken. Add rows as needed to accommodate additional PLOs.

|  |  |
| --- | --- |
| PLO 1 |  |
| PLO 2 |  |
| PLO 3 |  |
| PLO 4 |  |
| PLO 5 |  |

**Faculty Working Groups and Commitment to Student Success**

How does your department connect student learning outcomes assessment results with priority-setting for investments in teaching and learning (professional development, incentives, etc.)?

• Faculty Learning Communities

• Departmental Action Teams

• Program Redesign

• Course Redesign

• Inclusive Teaching Strategies

• Mentorship Activities for Faculty

• Mentorship Activities for Students

• Other

**Analysis of Curriculum Map**

1. Are students taking courses that introduce concepts and skills before they take intermediate and advanced courses where they are expected to show mastery?
2. Does the assessment happening during the courses where mastery is expected reflect the desired level of mastery for the respective PLO? Is it geared too high or too low?
3. Are students being given adequate opportunity in the curriculum plan to develop appropriate mastery for each of the program outcomes?

**Additional Information (Optional)**

Provide additional information that may be helpful to reviewers of this assessment report.