

2024-25 Departmental/Program Assessment Plan

Program level assessment of student learning determines whether students have acquired the specific skills, knowledge, and competencies associated with their program of study. An effective assessment plan allows faculty to evaluate whether students are meeting program goals and learning outcomes, yields data on the impact of the curriculum and how it is taught, and guides decisions on how to improve student achievement.

School	
Department	
Department Chair/s	
Program/Concentration	
Program Coordinator	
Date updated/submitted	

Overview and Timeline

Section	Due Date
Part I: Summary of Next Steps Based on Dean's Feedback	Oct. 1 (proposed); June 1 (completed)
Part II: Program Goals and Program Student Learning Outcomes	Oct. 1
Part III: Curriculum Map	Dec. 1
Part IV: Assessment Methodology and Results	June 1

Part I: Summary of Next Steps Based on Dean's Feedback:

- **Oct. 1:** Please review the Dean's feedback on the most recent academic year (AY)'s annual program assessment report and identify steps to take for this AY's program assessment cycle. Briefly explain how you plan to address the Dean's feedback and move forward with program assessment initiatives this AY.
- **June 1:** Briefly explain what steps you took based on the Dean's feedback and what assessment you completed for this AY's program assessment cycle.

Part II: Program Goals and Program Student Learning Outcomes (SLOs)

- **Program Goals:**
 - Program goals are broad skill sets and knowledge bases expressed in general terms (e.g., clear communication, problem-solving skills).
 - Develop approx. 3-4 goals for each program/concentration.
- **Program Student Learning Outcomes (SLO):**
 - Program SLOs are clearly articulated and widely communicated statements that describe specific and measurable knowledge, skills, and abilities that all students completing an educational program should achieve and be able to reliably demonstrate at the end of the program.
 - Program SLOs should reflect key features and priorities of the program's curriculum, but they should be broader than course-level learning outcomes.
 - When writing program SLOs, use action verbs to describe what students should be able to do by the time they graduate from a program, not what faculty members will cover.
 - Develop approx. 2-3 program SLOs per program goal but aim for fewer than 10-12 program SLOs total.
 - Data for all program SLOs should be collected every year, but data for each program SLO need to be analyzed only every 3-4 years. Set up an assessment cycle so that the program analyzes data for 2-3 program SLOs each year.

Program Goals	Program Student Learning Outcomes:	Most recent AY data were analyzed (e.g., 2024-25):	Next AY data will be analyzed (e.g., 2026-27):
A.	1.		
	2.		
B.	3.		
	4.		
C.	5.		
	6.		

Add rows for additional program goals and program SLOs if/as necessary.

Part III: Curriculum Map

Use a “curriculum map” (see below) to illustrate which courses and requirements help students meet the program SLOs. Ideally, the program will introduce students to each SLO early in the program (indicated by an “I” on the curriculum map). Each SLO is then reinforced and students practice it throughout the program (“R”). Near the end of the program, students should be able to demonstrate mastery (“M”)--or their highest ability related to the SLO; the program collects evidence of that learning (“A”). **Please add additional columns and/or rows if needed.**

Required Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	

Selectives / Optional Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	

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Key:

I = introduced

R = reinforced/practiced

M = mastery at the senior level or graduate level

A = evidence collected and analyzed

Part IV: Assessment Methodology and Results

Assessment/Criterion:

- Include at least one **direct** measure for each program SLO and other direct or indirect measures as appropriate.
 - Examples of **direct** measures include *specific* aspects or elements of national standardized exams and capstone projects, essays, and/or presentations scored by an assessment rubric (not a grading rubric).
 - **Indirect** measures include specific items or questions from surveys and interviews.
- Describe the assessment measure and categorize each as direct or indirect.
- For each measure, indicate the **criterion** for success (e.g., All students will score “proficient” or higher on the rubric for “written communication” for the capstone project).
- **Results:** Summarize the results from the most recent analysis of the data for each program SLO. Attach extended reports as appendices.
- **Action:** Interpret the results and identify concrete actions designed to enhance student learning based on the results. Be specific about what the results mean for teaching and learning practices, curricular initiatives, etc.

Program Goal A:

Program SLO 1:	
Main direct assessment measure and criterion:	
[OPTIONAL] Other assessment measures (indicate “D” for direct and “I” for indirect) and criteria:	
Most recent AY data were analyzed:	
Most recent results:	
Action steps to enhance student learning:	

Program SLO 1:	
Main direct assessment measure and criterion:	
<i>[OPTIONAL] Other assessment measures (indicate “D” for direct and “I” for indirect) and criteria:</i>	
Most recent AY data were analyzed:	
Most recent results:	
Action steps to enhance student learning:	

NOTE: Please repeat assessment methodology tables for all additional program goals and program SLOs.