

2018 Departmental/Program Assessment Plan

Program Goals, Student Learning Outcomes, and Measures

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 learning goals, yields data on the impact of curriculum and how it is taught, and guides decisions on how to improve student achievement.

Use this template to help document (or revise) the program's goals, concentration learning outcomes, learning opportunities, assessment measures, and plans for data collection and analysis. Further guidance is available on PrideNet [Academics>Institutional Research>Program Assessment](#)

School	
Department	
Program/Concentration	
Program Coordinator for this program	
Department Chair/s	
Date updated/submitted	

SHORT and LONG-RANGE TIMELINE. Set a timeframe for completing Part I (Goals and Outcomes) and for Part II (Mapping and Assessment). Faculty may wish to form task groups to work on each part. Outcomes may be reviewed on rotating cycle, not every goal needs to be assessed every year. The timeframe for assessing each outcome and the lead people associated with each assessment are defined to allow us to prepare for our next NEASC self-study. All departments must submit program goals and corresponding student learning outcomes as part of their report to their deans, due June 15, 2018. Curriculum maps, and assessment plans for collecting data and closing the loop may be preliminary, but should define a plan for completion of these activities during the 2018-2019 academic year.

Part I (Goals and Outcomes)	Lead people:
Part II (Mapping and Assessment)	Lead people:

Part I GOALS AND OUTCOMES

- a) **PROGRAM GOALS:** (minimum of 3-4 goals recommended for each concentration) Program goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.).
- b) **STUDENT LEARNING OUTCOMES:** (minimum of 2-4 outcomes per goal recommended) Goals are too general to guide assessment and planning, therefore Student Learning Outcomes (SLOs) are developed to make goals measurable. SLOs are clearly articulated and widely communicated statements describing all of the specific knowledge, skills, and abilities that all students completing an educational program should achieve, and can reliably demonstrate at the end of the program. Effective SLOs are measurable and reflect broader program goals. A distinct set of SLOs should be created for each concentration.

Program Goals (3-4 minimum)	Student Learning Outcomes (2-4 minimum per goal)
1.	a. b. c. d.
2.	a. b. c. d.
3.	a. b. c. d.

4.	a. b. c. d.
5.	a. b. c. d.

Part II Mapping and Assessment

2. LEARNING OPPORTUNITIES.

Use a “curriculum map” (see below) to illustrate which courses and requirements help students meet the intended outcomes. Initially, identify the courses in which each of the SLOs are covered in the curriculum, this can be indicated with an X. If possible, it can be helpful to identify the extent to which the SLO is covered in each course. Ideally, the program will introduce students to each outcome early in the program (indicated by an “I” on the curriculum map). The outcomes are then reinforced and students practice throughout the program (“R”). Near the end of the program, students can demonstrate mastery (“M”) and the program collects evidence of that learning (“A”). *Tip: When possible and appropriate, include the type of assignment/activity associated with the learning outcome. You may add additional columns or rows if needed.*

Curriculum Map

STUDENT LEARNING OUTCOMES (Minimum of 6)

Courses/Requirements	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Course 1						
Course 2						
Course 3						
Course 4						
Course 5						
Course 6						
Course 7						
Other*						

(* Required activities or experiences not associated with a particular course. Examples: national licensure exam; presentation at department symposium; service learning; comprehensive exam; dissertation; exit interview). Use Key:

X -- SLO Covered

or

I = introduced

R = reinforced/practiced

M = mastery at the senior level or graduate level

A = evidence collected and analyzed

3. **ASSESSMENT METHODOLOGY:** Systematic measurement of the extent to which student learning outcomes are being achieved, making use of direct measures and sound reasoning. Not every goal and learning outcome needs to be assessed every year. Departments are required to formulate a plan for collecting and analyzing data. The plan will be implemented in 2018-19.
1. **Assessment/Criterion** Each department will select and develop **assessment** methods that are appropriate to departmental goals and objectives. These methods should balance direct and indirect measures, and align with learning outcomes. Examples of **direct** measures include *specific* aspects or elements of standardized exams, capstone projects, essays and/or presentations scored by a rubric. **Indirect** measures include specific items or questions from surveys and interviews. Describe the assessment measure and categorize each as direct and indirect. Indicate the **criterion** for success (e.g. 75 % of students scoring greater than a score of X on the rubric for the capstone project).
 2. **Results** Departments will develop a plan for collecting and reporting high quality outcomes data to assess the extent to which students are meeting outcomes. Data will be collected on a regular basis as determined by Springfield College and accrediting organizations, where required. Data results will be summarized in chart. Extended reports may be attached as an addendum.
 3. **Action** Departments will develop a plan for data analysis. Data will be analyzed to determine if the current plan is achieving desired students outcomes and to inform action plans designed to improve outcomes. You may add additional tables for more outcomes if needed.

Program Goal:	
Student Learning Outcome #1:	
Assessment/Criterion <i>Note D/I (Direct/Indirect)</i>	
Results:	
Action:	

Program Goal:	
Student Learning Outcome #2:	
Assessment/Criterion <i>Note D/I (Direct/Indirect)</i>	
Results:	
Action:	

Program Goal:	
Student Learning Outcome #3:	
Assessment/Criterion <i>Note D/I (Direct/Indirect)</i>	
Results:	
Action:	

Program Goal:	
Student Learning Outcome #4:	
Assessment/Criterion <i>Note D/I (Direct/Indirect)</i>	
Results:	
Action:	

Program Goal:	
Student Learning Outcome #5:	
Assessment/Criterion <i>Note D/I (Direct/Indirect)</i>	
Results:	
Action:	

Tips for completing template

- The program may need up to one year to develop or revise the program's mission/goals and intended student learning outcomes, but once the mission, goals, and outcomes are established, they will not frequently change.
- Aim for a minimum of 3-4 program goals, and 2-4 outcomes per goal. Each concentration should have distinct learning outcomes.
- When writing the student learning outcomes, rely on verbs to describe what the students should be able to do, not what the faculty members will "cover."
- Be sure to align the goals, outcomes, measures and actions to improve learning outcomes
- A good strategy is to first assess an objective/outcome for which the department has evidence already available (e.g., choose to assess students' writing ability first because students already write reports in a required course and a rubric to evaluate writing already exists).
- Divide the workload: have different teams (2-4 faculty members per team) responsible for taking the lead in each assessment activity.
- Remember you do not need to assess all goals or outcomes every year.