Plan for Program Degree/Certificate Assessment

If you have questions, please contact Michelle Byrne: mwb@uakron.edu, ext 6062

Instructions: Hyperlinks with explanations are provided for each section.

1. Program Details
    1. Program Name: _____
    2. Degree Code: _____
    3. Department/School: _____
    4. College: _____
    5. Program Coordinator: _____
        Email: _____
    6. Program Assessment Coordinator (if different from Program Coordinator): _____
        Email: _____
    7. Report author (if different from Assessment Coordinator): _____
        Email: _____
    8. Report submitted by (if different from above): _____
        Email: _____

2. Reason for plan (check one):
☐ new plan for a new program
☐ new plan for a previously existing program (old plan has been completely replaced)
☐ substantial revision to an earlier assessment plan

3. Program Mission and Goals:
Briefly describe program mission and goals:

4. Student Learning Outcomes (SLOs):
List the learning outcomes, what students know and are able to do by the time they graduate.

Student will:
    1.

    2.

    3.

4.

5.

6.

5. Curriculum Map *(You may use this table or include your own.)*

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
SLO 1						
SLO 2						
SLO 3						
SLO 4						
SLO 5						
SLO 6						

6. Data Collection Plan

	Evidence A	Evidence B	Evidence C
SLO 1			
SLO 2			
SLO 3			
SLO 4			
SLO 5			
SLO 6			

7. Data Collection Cycle

	Method of data collection (individual faculty reports, test scores on Brightspace, collective faculty evaluation of work, etc.)	Semester/AY data will be collected	Semester/AY data will be analyzed, conclusions drawn, recommendations made
SLO 1			
SLO 2			
SLO 3			
SLO 4			
SLO 5			
SLO 6			

8. Dissemination of Information

Results and Analysis:

Describe the process by which the data will be analyzed and interpreted.

Communication:

Describe how the results, analysis and recommendations are shared with all faculty, including adjuncts (meeting, email, orientation session, etc.).

1. Program Details
   1. Degree/Certificate Program
      a. If a certificate is a subset of outcomes of a degree, the certificate can be assessed concurrently with the degree.
      b. Separately degrees must have separate assessment plans that reflect distinctions between degrees. Some outcomes may be shared, but there should be clear distinction between degrees.
      c. Graduate degrees need assessment plans
   2. Assessment coordinator
      a. Refers to the individual in charge of collecting the data and writing the report.
      b. In some departments this may be the program director, but that does not have to be the case for all programs.
      c. The coordinator should be working with other faculty in the program throughout this process.

2. Reason for the plan
      d. All new degrees need a clear, complete, developed assessment plan.
      e. Programs are allowed to revise and adjust assessment plans as needed. Minor revisions such as changing a particular piece of evidence, minor changes in the data collection cycle, assignment revisions, etc. do not need to submit a new plan.
      f. Major changes to an existing plan need to be submitted. These include:
         i. Curriculum changes that include new program requirements
         ii. Changing course sequencing
         iii. Add or deleting learning outcomes
         iv. Changes to the goal or mission of the program
         v. Significant changes to data collection methods

3. Program Mission and Goals
In 2-3 sentences, explain this mission and/or goal of the program. The mission/goal of the program should guide the learning outcomes.

Example:
The mission of this program is to produce students at the _____ who are proficient in academic skills leading to employment in _____ fields or admission to a _____ Masters or Ph.D. program. The objective is to graduate students within eight semesters of full-time academic work.

4. Student Learning Outcomes (SLOs)
List the learning outcomes, what students know and are able to do by the time they graduate.
      Notes:
      ● SLOs are most useful when stated as "Students will be able to…"
      ● The number of SLO's should be appropriate for the degree. (Recommend 4-6 for a typical 4-year degree; 1-2 for a certificate).
      ● SLOs should reflect appropriate rigor, going beyond content knowledge.
      ● SLOs should be measurable ("develop an awareness" is hard to measure, "apply theory" is easier to measure.)
      ● SLOs should account for one outcome at a time. ("Explain and apply theory" would be better as two outcomes.)

5. Curriculum Map (optional but highly encouraged)
For each learning outcome, indicate courses where this outcome is taught. This helps to visualize how students progress through the major. Take note of instances where a required course is not mapped to any program outcomes or where a learning outcome has little or no assessment.
Note:
- Not all courses have to map to all outcomes.
- Required courses should be included.
- Essential course outcomes must be clearly connected to program outcomes and should be common for all instructors. Instructors may include additional outcomes.
- Options:
  - Include if the outcome is introduced, reinforced or summatively evaluated in the course.
  - Include if the outcome is assessed in the course. (Outcome may be introduced in an introductory course but not assessed.)

6. Data Collection Plan
Each SLO:
1. should have at least one direct measure: how students demonstrate their ability to meet the outcome (test, licensure exam, research paper, project, presentation, lab, performance, etc.)
2. may also include indirect measures: employer surveys, alumni surveys (how well courses prepared me for life after graduation), co-op/internship supervisor evaluations, clinic client feedback, etc.
Notes:
- SLOs may have more than one article of evidence
- The evidence can be formative (not at the end of the program, but intended to allow students practice before demonstrating mastery) or summative (usually at the end of a program, intended to allow students to demonstrate mastery).
- Evidence is not intended to remain static. Papers may be evaluated in one course or in one cycle and tests evaluated in a different course or cycle.
- Common assignments, rubrics, tests, projects are at the discretion of the program. Attach any rubrics, assignments, tests, etc.

7. Data Collection Cycle
Explain which courses will participate in data collection and when the data will be collected. You may use the table provided or develop your own narrative. Length of cycle depends on how often courses are offered and other variables.

8. Dissemination of Information

The last two sections are a collaborative effort among faculty. Discussion among faculty about how students are progressing, what conclusions to draw from the evidence, and how to address any areas of concern are vital to meaningful assessment. All faculty, full and part time, who teach classes assessed in the program should be included in the discussion.

Results and Analysis
Describe the process by which the data will analyzed and interpreted. This may happen in an assessment

committee, department meeting, course faculty meeting. If faculty are not able to attend meetings, describe how their participation is solicited.

Communication

Explain how results, analysis and recommendations shared with all faculty, including adjuncts (meeting, email, orientation session, etc.). Departments may decide to devote a single department meeting every semester or year to this discussion. Assessment committee meetings, if separate from the department meetings, should share their conclusions with the department.

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