

Academic Program Assessment Plan 2018-2019

Instructions

The purpose of this document is to assist Department Chairs in constructing their Academic Program Assessment Plans.

Each program (degree, certificate, or orphan minor*) will complete an Academic Program Assessment Plan.

*An orphan minor is a minor without a “parent” degree. For example, because student learning in a minor English is already being assessed by a BA in English, no assessment plan is needed. However, in the cases of geography or Latin, a minor plan is required.

The sections of the Academic Program Assessment Plan include the following;

Mission	Due March 22, 2019
Learning Outcomes	Due March 22, 2019
Curriculum Map	Optional
Assessment Plan	Due March 22, 2019
Assessment Findings	Due May 22, 2019
Operational Plan	Due May 22, 2019
Status Report	Optional

Mission

The first step in completing your assessment plan is to identify a mission statement appropriate for your degree, certificate, or orphan minor. This can be a shared mission across your department or a tailored mission for the unique goals of your degree.

Ex:

The Department of Sandbox Building is committed to the act and history of sand art and sand construction. By connecting leaders in the field of sand art construction with students, the department leverages exceptional experience and cutting-edge research to ensure that graduates are well-equipped for positions in sand art, sand construction, and sand management.

Learning Outcomes

Learning outcomes are a set of outcomes that are directly tied to the mission of your program. Program learning outcomes differ from course learning outcomes in that program learning outcomes are learning across an entire curriculum while course learning outcomes are learning in context of one course.

Program learning outcomes should address what graduates should know, be able to do, and value after completing a program.

Each program should have at least three (3) and no more than eight (8) learning outcomes.

Ex:

- PLO 1: Students will be able to build sustainable and structurally sound sand castles.
- PLO 2: Students will be able to understand the role of sand construction in the larger discipline of architecture and engineering.
- PLO 3: Students will be able to advocate for the inclusion of more sand-based construction as a socially conscious action.

Please remember that you only need three learning outcomes for each academic program (degree, certificate, or orphan minor), and you do not have to measure every outcome every cycle.

Curriculum Map

The curriculum map is a useful tool to help align your courses and activities with the outcomes you have chosen.

This feature does not need to be completed for this assessment cycle.

Assessment Plan

For each of the outcomes selected, you will create a measure that will help you to assess the degree to which your program learning outcome is being met. Outcomes can be measured by a variety of activities (tests, imbedded questions, rubric-graded presentations, papers, quizzes, etc.). For your chosen learning outcome, please select one artifact or activity that can be used to measure student ability related to you're the learning outcome.

Ex: Students in SAND 301 will be asked to build a castle that is structurally sound.

You will be asked to identify if this is a direct (faculty assesses) or indirect (student self-assesses) assessment. While you are welcome to add indirect assessments, you must have at least three (3) direct assessments as they are a better measure of student competency.

Ex: Direct- Student Artifact

You will also need to give a brief description of the activity or assignment.

Ex: As a capstone project in SAND 301: Sustainable Building, students will be asked to build a castle that is both aesthetically pleasing and structurally sound. The artifact will be judged using a three-dimensional rubric (0-5) that assesses aesthetics, structural integrity, and sustainability.

or

Ex: As a capstone project in SAND 301: Sustainable Building, students will be asked to build a castle that is both aesthetically pleasing and structurally sound. The artifact will be graded based on aesthetics, structural integrity, and sustainability on a traditional 100-point numerical scale.

You will then select an “acceptable” and “aspirational” target for student performance. For each, you should choose a percentage of students that meet a certain target. Most targets will be in one of the following forms:

Target for assignment with traditional grading structure:

At least XX% of students will receive a XX% or higher on this assignment.

Ex: The outcome will be met if at least 80% of students get a 3 (of 5) or higher on the dimension of “Structural Integrity.”

Target for assignment graded with a rubric:

At least XX% of students will receive a X or higher on this dimension.



Ex: The outcome will be met if at least 80% of students get a 70% or higher on the grade for the assignment.

For each measure, you will need to provide an implementation plan. For many outcomes, the implementation plan will simply be a clarification of the different ways that faculty prepare students to be able to complete the chosen outcome.

Ex: Students in SAND 301 will be taught through textbooks and lab work how to plan and build structurally sound sandcastles. A practice building session will occur at midterms to assess student ability related to sandcastle building.

And finally, you will need to designate Key/Responsible Personnel for each outcome.

Ex: Dr. Sunny Beach, Assistant Professor of SAND 301

Additional materials on entering Assessment Finding, Operational Plan, and Status Report will be available on other tutorial documents.

Please note that Assessment Finding, Operational Plan, and Status Report are not due until the end of the Spring semester.