**University of Akron**

### **Plan for Degree/Certificate Program Assessment**

Revised June 2024

**Instructions**: Hyperlinks to instructions and sample charts/tables are provided in the [Appendix](#_APPENDIX) included below.

**Questions:** Jenny Hebert, Director of Assessment: jgh2@uakron.edu, ext 6062

**Submit plan to:** Program drop-box on college Assessment Archive

**PROGRAM NAME:**

Department/School:

College:

Department Chair/Director:

Assessment Coordinator:

Email:

***Do you want this plan to be peer reviewed? Click*** [***here***](#_Peer_Review_Option:) ***for details. Yes \_\_\_ No \_\_\_***

**Program Notes and Questions:**

Use this space to provide any background/context information you would like to offer and/or to post any questions you might have as you begin this process:

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**Outside Accreditation (if applicable):**

Is this program accredited by a body or agency outside of UA/HLC (the Higher Learning Commission)? YES\_\_\_\_\_ NO \_\_\_\_\_\_\_

If YES, is this program required to administer an accrediting exam? YES\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_\_\_

If “YES,” identify the agency by name, include a link to the relevant website(s) (if possible), and briefly explain how the assessment of Student Learning Outcomes (as required by UA) and the accrediting exam (if applicable) overlaps with or informs the assessments you do for your accrediting body. Click [here](#_Outside_Accreditation:) for additional information about outside accreditation.

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**Program Mission and Goals**

Present your program’s mission statement below. Then, list any additional learning goals the program has identified for its students. (NOTE: Learning *goals* are different from student learning *outcomes*. Goals are broad statements that describe the essential knowledge and skills students will gain from participation in the program. They are not designed to be measurable. Click [here](#_Program_Mission_and) for more information about program goals.

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**Student Learning Outcomes (SLOs)**

List the student learning outcomes established for students in your program. Learning outcomes are brief, measurable statements of what students will *know* and *be able to do*/*demonstrate* by the time they graduate or complete the program. Click [here](#_Student_Learning_Outcomes) for more information on SLOs.

(NOTE: most degree programs will have between 5-7 SLOs, while Certificates will typically address just 2-3 essential outcomes. Add or subtract lines as necessary.)

1.

2.

3.

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8.

**Curriculum Map**

Use this map to identify which courses *required* for the major (or certificate) include an intentional focus on the program-wide learning outcomes (not just an ancillary inclusion of it). The map should also be used to indicate levels of “mastery” expected within the courses aligned with each SLO: I = Introduced; D = Developed; M = Mastered. Add or delete rows/columns as needed. Click [here](#_Curriculum_Map:_) for instructions and an example.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Required / Core Course name and number** | **SLO1** | **SLO2** | **SLO3** | **SLO4** | **SLO5** | **SLO6** | **SLO7** | **SLO8** |
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**Assessment Cycle**

An assessment cycle of 3-4 years is recommended, with no more than two learning outcomes assessed per year. Use the table below to map out the assessment cycle for your program.

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| **Year of Assessment Cycle** | **Learning Outcomes Scheduled for Assessment (list by number)** |
| **Year 1: AY 2024-25** (begin your assessment process for these outcomes now) |  |
| **Year 2: AY 2025-26** |  |
| **Year 3: AY 2026-27** |  |
| **Year 4: AY 2027-28** |  |

**Assessment Plan**

Click [here](#_Year_1:_Assessment) to see instructions for filling out this chart.

Click [here](#_Year_1:_Assessment_1) to see an example.

**Year 1: Assessment of SLO# \_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome**:  **Faculty Lead**: | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Year 1: Assessment of SLO# \_\_**

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| --- | --- | --- | --- |
| **Learning Outcome**:  **Faculty Lead**: | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Year 2: Assessment of SLO \_\_\_**

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| **Learning Outcome:**  **Faculty Lead:** | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Year 2: Assessment of SLO# \_\_**

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| --- | --- | --- | --- |
| **Learning Outcome:**  **Faculty Lead:** | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Year 3: Assessment of SLO# \_\_\_\_\_\_**

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| **Learning Outcome**:  **Faculty Lead**: | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Year 3: Assessment of SLO# \_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome**:  **Faculty Lead**: | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Year 4: Assessment of SLO \_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome**:  **Faculty Lead**: | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Year 4: Assessment of SLO \_\_**

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| --- | --- | --- | --- |
| **Learning Outcome:**  **Faculty Lead:** | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |
| **Collecting Evidence** |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |
| **Taking Action** |  |  |  |

**Supporting Materials:**

Identify and attach supporting materials (assignment sheets/program-level evaluation rubrics) for (at least) the outcomes being assessed in year 1 of the cycle. Make note of any questions you have regarding these materials.

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**Stretch Plan:**

What might you *add* to this plan if you find that students are meeting the outcomes you’ve set for them? What question(s) might you want to ask of student learning in your program that are not already included within this plan? Ex. Would you want to add an alumni survey to gauge former students’ experiences upon completion of the program? Would you like to dig more deeply into the assessment data to gain further insight on learning in relation to gender; ethnicity; first generation students; etc.? In other words, what additional questions/information might prove useful to the program/program faculty down the road?

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**Follow-up Consultation:**

Would you like the director of assessment to schedule a follow-up consultation regarding this plan?

Yes \_\_\_\_\_\_ No \_\_\_\_

If yes, would you like other members of your program/department to be invited as well?

Yes\_\_\_\_\_\_\_ No \_\_\_\_

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Thank you for all you and your faculty have done to develop this plan—and, more importantly—to promote the continuous improvement of student learning within your program.**

**A white and blue logo

Description automatically generated**

Submit the completed plan to the program drop-box on your college’s Assessment Archive by October 31, 2024.

(If you have any questions or are denied access to this Brightspace page, please contact me at [jgh2@uakron.edu](mailto:jgh2@uakron.edu).)

### **APPENDIX**

### **Peer Review Option:**

The faculty peer review program for assessment is intended to:

* develop an understanding of HLC accreditation criteria
* create transparency on campus
* provide insight into how assessment works across disciplines
* create a forum for discussion about assessment across campus

The Assessment Director will train faculty volunteers from various disciplines to evaluate plans and reports. The Assessment Director and the faculty volunteers will then read and respond to submissions using the evaluation rubrics developed for each form. Working with the Assessment Director, faculty will provide feedback to the programs.

This is an opt-in program. Programs that opt-in are not guaranteed a peer reviewer. Reviews will be granted on a first-come, first-serve basis and will be dependent on the number of peer reviewers available.

[**(Back to Top)**](#_Plan_for_Degree/Certificate)

# **Outside Accreditation:**

While the Higher Learning Commission (HLC), UA’s accrediting body, requires every program at the university to regularly assess its program-wide Student Learning Outcomes, many programs are also accredited by outside agencies, such as ABET, the Accreditation Board for Engineering and Technology; CCNE, the Commission on Collegiate Nursing Education; or CAEP, the Council for the Accreditation of Educator Preparation, which accredit our engineering, nursing, and education programs respectively. Most accreditation processes include assessment of Student Learning Outcomes (among other things), so we encourage programs to align their UA annual reports with their accreditation reports as much as possible. In fact, in many cases, it is fully acceptable for programs to submit the section(s) of their accreditation report that addresses the assessment of Student Learning Outcomes in lieu of, or as a significant part of, their UA annual report in the year of accreditation. If your program is accredited by an outside agency, please contact the director to determine how you might best align your UA annual submission with your accreditation process. Ideally, the UA annual report will provide evidence for use in the more comprehensive accreditation reports.

[**(Back to Top)**](#_Plan_for_Degree/Certificate)

### **Program Mission and Goals:**

The Mission Statement is a broad (but brief) declaration of the educational purpose, values, and goals of the program. It is aligned with the department, college, and university missions but also highlights the signature features of the program and guides the program-wide student learning outcomes. In short, the mission statement tells stakeholders what the program or unit is, what it does, and for whom it does it.

**In 2-3 sentences, explain the mission and/or goal of the program.**

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.

***OR***

The \_[program name/degree] \_ will \_\_\_[explain what the program intends to accomplish]\_\_\_\_ for\_\_[whom it intends to do so]\_\_ by\_\_\_[what means/how it will achieve these goals]\_\_\_\_\_\_.

[**(Back to top)**](#_Plan_for_Degree/Certificate)

### **Student Learning Outcomes (SLOs)**

SLOs, which will be assessed through courses *required* for the degree/certificate, are specific, clear, and concise statements of what students will *know and be able to do* upon completion of the program.

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 4-7 for a typical 4-year degree; 2-3 for a certificate).
* SLOs should reflect appropriate rigor, going beyond content knowledge to include higher level skills and application of 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.)

[**(Back to top)**](#_Plan_for_Degree/Certificate)

### **Curriculum Map**: Instructions and example

For each learning outcome, indicate required courses in which 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 is not adequately addressed within the required courses.

Note:

* Only courses required for the program should be included on the map.
* Not all courses have to map to all outcomes.
* The map should indicate only those courses in which the SLO is *deliberately* addressed
* The map should also indicate if the outcome is introduced (I), developed (D) or mastered (M) in the course.
* It may also be helpful to indicate if the program-wide outcome is *assessed* in the course in which it is introduced, developed, or mastered. (NOTE: An outcome may be introduced or developed in a course even though no artifacts from the course are used for program-wide assessment.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Required / Core Course name and number** | **LO1:**  Copy and paste LO1 listed above here. | **LO2:**  Copy and paste LO2 listed above here. | **LO3:**  Copy and paste LO3 listed above here. | **LO4:**  Copy and paste LO4 listed above here. | **LO5:**  Copy and paste LO5 listed above here. | **LO6:**  Copy and paste LO6 listed above here. | **LO7:**  Copy and paste LO7 listed above here. |
| SAMPL: 101 –Introduction to\_\_\_\_ | **I** | **I** |  |  |  |  |  |
| SAMPL: 150  History of \_\_\_\_ |  |  | **I** |  |  |  |  |
| SAMPL: 220  Principles of \_\_\_ |  | **D**  (Formative Assessment) |  |  |  |  | **I** |
| SAMPL: 280  Major Theories of \_\_\_\_ | **D** |  |  |  | **I**  (Formative Assessment) | **I** |  |
| SAMPL: 201  Foundational Skills in \_\_\_\_ |  | **D** | **D** | **I**  (Formative Assessment) |  |  | **D** |
| SAMPL: 301  Advanced Skills in \_\_\_\_ |  |  |  | **D** |  |  | M  (Summative Assessment) |
| SAMPL: 450  Senior Seminar (Capstone Course) | M  (Summative Assessment) | M  (Summative Assessment) | M  (Summative Assessment) |  | M  (Summative Assessment) | M  (Summative Assessment) |  |
| (Area Electives) |  |  |  | M  (Summative Assessment) |  |  |  |
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[**(Back to top)**](#_Plan_for_Degree/Certificate)

### **Assessment Cycle: Years 1-4:**

Use this chart to map out your basic schedule for SLO assessment. Though programs are encouraged to develop a 4-year cycle of assessment in which only 1-2 outcomes are assessed per year, you may add or delete rows to this chart as necessary.

|  |  |
| --- | --- |
| **Year of Assessment Cycle** | **Learning Outcomes Scheduled for Assessment (list by number)** |
| **Year 1: AY 2024-25** (begin your assessment process for these outcomes in Fall 2024) | **SLO1 and SLO3** |
| **Year 2: AY 2025-26** | **SLO2 and SLO4** |
| **Year 3: AY 2026-27** | **SLO5 and SLO6** |
| **Year 4: AY 2027-28** | **SLO7** |

[**Back to top**](#_Plan_for_Degree/Certificate)

### **Assessment Plan: Instructions**

This plan template asks programs to map out a four-year assessment cycle in which all program-wide SLOs will be assessed at least once. To complete this chart, indicate (as specifically as possible) what will be done, by whom, and when to complete the assessment of each SLO*.* NOTE: It is recommended that programs assess no more than two learning outcomes per year; therefore, tables are provided for 2 SLOs per year for four years. However, you may add or delete tables to the plan as necessary to fit the needs of your program.

**Learning Outcome**

Restate the SLO you will be mapping for assessment in this table. Include the number as well.

**Faculty Lead**

Identify the person in charge of leading the assessment of this particular outcome. This could be the lead faculty on related courses, the department assessment coordinator, etc.

**Identifying Artifacts and Assessment Tools**

This initial step of outcome assessment typically occurs during the first semester of the cycle. During this phase, faculty identify which artifacts will be used for the assessment and from what course(s) or experiences these artifacts will be collected. Student work, such as papers, assignments, capstone projects, and exams are considered *direct measures* and must be included in the assessment process. *Indirect measures*, such as student surveys, employer interviews, or student reflections may also yield valuable insight. Remember that it is okay, and often preferable, to use more than one measurement in the assessment of each outcome.

As you fill out this phase of the plan, indicate also what measurement tool(s) will be used to evaluate the artifacts collected and how and by whom these measurement tool(s) will be developed. Since program-level assessments tend to look for different markers of student learning than course or assignment grades, it may be helpful to conduct holistic assessments using rubrics/criteria developed specifically for the program-level assessment of each outcome.

**Collecting Evidence**

This step occurs during the semester(s) in which the relevant courses are taught. To plan for this part of the process, determine how, when, and by whom the evidence will be collected. Also indicate in what form it will be presented and where it will be stored (electronic or hard copy? Graded or ungraded? Stored on Department Brightspace page or Team?) Data collection often continues through both semesters of the assessment year.

**Scoring Evidence and Compiling Results**

Scoring and presentation may take place at the end of the semester(s) during which the artifacts are collected OR early in the following semester. To plan this phase, describe how the scoring process will work:  who will be involved? When will scoring take place? How (and by whom) will the scores be summarized for presentation to the faculty?   (Graph?  Chart?  Descriptive paragraph?) Be sure to attach a sample scoring measure (rubric; checklist; etc.) intended for the assessment of those LOs slated for assessment during the first year of the assessment cycle.

**Analyzing and Interpreting Findings**

Depending on when the scoring is completed and the data is summarized, the results may be presented to faculty late in the spring semester or early in the fall semester during which the report will be due. To sketch out this part of your plan, determine how, when, and by whom the results will be presented to the faculty for analysis and interpretation. NOTE: *all* faculty in the program should be involved in the final two stages.

**Taking Action**

This final step--which is the most important of all--occurs at the end of the cycle and continues through the next assessment of this SLO. To complete this part of the plan, describe what steps will be taken (and by whom) to ensure that closing-the-loop actions are identified and implemented. Also specify who will write the assessment report for this outcome.

[**(Back to top)**](#_Plan_for_Degree/Certificate)

### **Year 1: Assessment of SLO# \_[example]\_**

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| --- | --- | --- | --- |
| **Learning Outcome:** SLO #5: Students will demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement.  **Faculty Lead:** The assessment coordinator for the department will oversee the entire assessment process and write up the final report. However, this process will include help from the lead faculty for the senior seminar, who will take charge of the artifact selection and collection for both *SAMPL: 280* and *SAMPL: 450*. | | | |
| **Activity** | **Fall Semester** | **Spring Semester** | **Next Fall Semester**  **(Report due)** |
| **Identifying Artifacts and Assessment Tools** | The assessment coordinator will remind faculty that SLO #5 will be assessed this year, using data collected from *SAMPL: 280* (Introductory level) and *SAMPL:: 450* (Mastery).  The assessment committee will develop a rubric to use for program-level assessment of SLO#5. This rubric will be presented to faculty at the September department meeting for review and discussion. It will then be revised and submitted for final approval in October. |  |  |
| **Collecting Evidence** | Artifacts will be collected from *SAMPL: 280* in the Fall and Spring semesters. Instructors will de-identify the ungraded assessment artifacts and upload them to the departmental Brightspace page. Our lead faculty for the senior seminar will send out reminders and updates as needed, | Artifacts from *SAMPL:* *450* (which is offered only in the spring) will be collected. Collection will continue through Spring for *SAMPL:* *280*. All artifacts will be ungraded, de-identified, and uploaded to the departmental Brightspace page. |  |
| **Scoring Evidence and Compiling Results** |  | The assessment committee will meet at the end of the semester to assess all artifacts for SLO 5 using the department-approved assessment rubric. | If necessary, the program assessment committee will meet during the first week of the semester to finish up the assessments from last year and develop a clear visualization of the data collected. |
| **Analyzing and Interpreting Findings** |  | The faculty lead for SLO5 will write up the results (or create a graph) of the assessment results (both formative and summative) and post them on the departmental Brightspace page. | The assessment coordinator will present the assessment results to faculty for discussion at the first faculty meeting in September. Using this data, faculty will identify strengths, problems, and opportunities for improvement related to SLO5. They will also determine what “closing the loop” actions should be taken in response to this data. |
| **Taking Action** |  |  | The assessment coordinator will write and submit the annual report on the assessments conducted during the previous AY. This report will be posted on the departmental Brightspace page along with any revised assignments or additional “closing the loop” materials that may have been developed. Follow-up discussions will occur during faculty meetings throughout the year. |

[**(Back to top)**](#_Plan_for_Degree/Certificate)

Completed plans are due in the program drop-box in your college’s assessment archive by October 31, 2024.

(If you have questions or are denied access to this Brightspace page, please contact me at [jgh2@uakron.edu](mailto:jgh2@uakron.edu).)