

Program-Specific Student Learning Outcomes Assessment Plan

Suggested Template

I. Describe the Program

Succinct statement describing the program – your program’s marketing brochure(s) already contains this statement.

II. List Program-Specific Student Learning Outcomes (Educational Objectives)

Based on the program’s overarching educational purposes/goals, what should a successful graduate of this program exhibit in terms of knowledge, skills, and professional attitudes? Since we cannot adequately assess everything, focus on a set of student learning outcomes that will assist faculty in determining whether students in the program are acquiring a core set of knowledge, skills and attitudes essential to their success.

III. Describe Direct and Indirect Measures of Student Performance

Develop evidence demonstrating that students are learning the core set of knowledge, skills and attitudes identified by the program faculty as essential. This evidence should be obtained from both direct and indirect measures, and may include both qualitative and quantitative measures. A good balance between direct measures and indirect measures is most beneficial to the program.

Sample of Direct and Indirect Learning Outcomes Measures

Direct Measures

Certifications/Licensure exams
Capstone experience
Portfolio assessment
Standardized tests
Locally developed (validated) exams
Essay exams blind scored by multiple scorers
Juried review of student performances and projects
External evaluation of student performance in internships

Indirect Measures

Student surveys
Exit interviews
Retention and transfer rates
Graduation rates
Job placement
Graduate school acceptance rate

IV. Show Three-Year Assessment Cycle Timeline

Describe how measures of student learning/performance will be collected, analyzed and reported to the program faculty. Each assessment cycle should specify which student learning outcome(s) will be assessed, how particular learning outcome(s) will be assessed, and when and by whom data will be collected. Also describe procedures for involving program faculty in analysis and review of assessment data.

Consider use of sampling techniques and natural data collection sites that already exist within the program. Before collecting any new information, take an inventory of existing program, departmental and institutional data. It will significantly reduce faculty's time and efforts.

Helpful References:

Office of Academic and Institutional Effectiveness
<https://www.esu.edu/oiepa/assessment/index.cfm>

Middle States Commission on Higher Education
http://www.msche.org/publications_view.asp?idPublicationType=5&txtPublicationType=Guidelines+for+Institutional+Improvement