**Program Assessment Plan**

**SECTION 1 – Program Descriptive Information**

Name of Program: ­­­­­­­­­­­­­­­­­­­­­

Name of Program Leader:

Revision Date:

Mission Statement:

Strategic Goals:

**SECTION 2 – Academic Learning Compact – What All Students Should Learn**

Assessment of Student Learning Outcomes (SLOs)

1. SLO 1 – Content Knowledge and Skills (CKS)
   1. Objective 1 (a subset of the CKS above)

* Assessed in the following course(s):
* How often assessed (e.g., each semester, every year, every two years)
* How assessed (critical task, quiz, paper, research project, comprehensive exam, case study, etc.)
* When assessed (beginning of course, mid-term, end or course)
* Who is assessed (each student major, sample of student in a given section, sample of students in multiple sections of same course)
* Who conducts the assessment
* What current performance data is available for this SLO
  1. Objective 2, etc. (Repeat the above sequence for all objectives under this SLO.)

1. SLO 2 – Communication Skills (CS)
   1. Objective 1 (a subset of the CKS above)

* Assessed in the following course(s):
* How often assessed (e.g., each semester, every year, every two years)
* How assessed (critical task, quiz, paper, research project, comprehensive exam, case study, etc.)
* When assessed (beginning of course, mid-term, end or course)
* Who is assessed (each student major, sample of student in a given section, sample of students in multiple sections of same course)
* Who conducts the assessment
* What current performance data is available for this SLO
  1. Objective 2, etc. (Repeat the above sequence for all objectives under this SLO.)

1. SLO 3 – Critical Thinking Skills (CTS)
   1. Objective 1 (a subset of the CKS above)

* Assessed in the following course(s):
* How often assessed (e.g., each semester, every year, every two years)
* How assessed (critical task, quiz, paper, research project, comprehensive exam, case study, etc.)
* When assessed (beginning of course, mid-term, end or course)
* Who is assessed (each student major, sample of student in a given section, sample of students in multiple sections of same course)
* Who conducts the assessment
* What current performance data is available for this SLO
  1. Objective 2, etc. (Repeat the above sequence for all objectives under this SLO.)

**SECTION 3 – Program Goals for Teaching, Scholarship and Service**

1. Teaching
2. Student Success

* Program Enrollment Profile (Compare trends in enrollment along the following dimensions: admissions profile, number of majors, student credit hour production, gender, race/ethnicity)
* Number of graduates (Compare trends in the number of students graduating from the program/graduation rates, time to degree)
* Number of students changing major leaving the program (Compare trends in the number of student leaving the program over time.
* Student satisfaction (SAI results, alumni survey results, end of program survey, etc.)
* Post-graduation employment/pursuit of advanced study (alumni survey, licensing exam pass rates as appropriate, etc.)

1. Faculty

* Breadth and depth of coverage
  + adequacy of full-time faculty
    - % of courses taught by full-time faculty
    - Work load
    - Frequency of offerings
  + Quality of full-time faculty
    - Self-assessment or peer review (publications, SAI, annual review, etc.)
  + Modes of instruction (review in terms of trends in mode of delivery in meeting student needs and comparison of student outcomes; e.g., face-to-face, hybrid mix)
  + Space (review adequacy of space in meeting program requirements; e.g., labs, research, computers, etc. as appropriate)
  + Accreditation (review current status of program accreditation if applicable)

1. Scholarship/Research

* Review student involvement with these activities within the context of the program as appropriate (Is it done through independent study, class project, group project, with faculty?)
* Review faculty scholarship/research/performance as appropriate (Is the work of the faculty integrated as part of the curriculum content in some way? Are faculty productive contributors to the discipline?)

1. Service

* Review status of program-related internships, cooperative education, clinical placements as appropriate
* Review faulty service to the program discipline
* Review faculty service to the university, community, local schools, etc.