

American Jewish University Program Assessment Plan Template

Guiding Framework:

As a whole, assessment is the framework for focusing faculty attention on student learning and for provoking meaningful discussion of program outcomes, curricular organization, pedagogy, and student development. Program Assessment is the ongoing process designed to monitor and improve student learning at the program level (Allen, 2004).

Program:

Date Completed:

Program Mission Statement (optional):

The mission statement provides a clear and succinct description of the purpose of your department and the activities you undertake. It should reflect university and college missions as well as the unique charge of your discipline.

Program Goals:

Goals are overall, broad statements that expand on the mission of your program. Goal statements highlight the accomplishments you wish to achieve through the activities of your program. In broad terms, program goals state what students in the major will know, value, and are able to do upon graduation.

Examples of Program Goals:

Psychology

Goal 1: Students will develop a broad knowledge base in Psychology.

Goal 2: Students will develop an understanding of the research methods used in Psychology.

Goal 3: Students will develop critical thinking skills related to the concepts, theories, and ideas studied in Psychology.

Goal 4: Students will learn how to appropriately apply psychological principles.

Goal 5: Students will learn how to appropriately apply the values of Psychology in various settings.

Goal 6: Students will develop effective communication skills.

Program Learning Outcomes:

Program Learning Outcomes (PLOs) are statements which identify the knowledge, skills, or attitudes that students will be able to demonstrate, represent, or produce upon successful completion of the program. PLOs are clear, concise statements that describe how students can demonstrate their mastery of program goals (Allen, 2008). They should be consistent with the overarching college and program mission statements and goals, but specific enough to be measured and assessed at the course and program level. The curriculum should be aligned with these learning outcomes because students cannot be expected to master outcomes if they are not given appropriate learning opportunity to do so throughout their program of study. Additional information on creating or modifying PLOs to ensure that they are specific, measurable, and achievable is provided in a separate document.

Examples of Program Learning Outcomes:

Psychology

PLO 1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.

PLO 2: Students will understand and apply basic research methods in psychology, including research design, data analysis and interpretation.

PLO 3: Students will respect and use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to solve problems related to behavior and mental processes.

PLO 4: Students will understand and apply psychological principles to personal, social and organizational issues.

PLO 5: Students will be able to weigh evidence, tolerate ambiguity, act ethically and reflect other values that are the underpinnings of psychology as a discipline.

PLO 6: Students will be able to communicate effectively in a variety of formats, including verbal and written communication.

Program Assessment Outline and Timeline:

Please use the chart below to detail the assessment activities planned for your program.

Program Learning Outcome (PLO) to be Assessed	Time Period (Academic Year, Semester, etc.)	Assessment Committee (Specify Individuals Involved: ex. Dean, Dept. Chair, Faculty, Staff, etc.)	Assessment Activity Specify the activities involved including where and when data collection will occur, when and how data review and analysis will be conducted. For example, this may include listing specific courses.	Direct Evidence (embedded assignments ⁱ , rubrics, portfolios)	Indirect Evidence (surveys, interviews, focus groups, reflective essays)	Status/ Discussion & (Planned) Use of Results Indicate the status of the activity and update each academic year (Once collected, how are the results reviewed, discussed and disseminated within and outside the program? How to link data to actions?)
<i>Example 1: PLO #1 Oral Communication</i>	<i>2014-2015</i>	<i>Dept. Chair Faculty Adjunct</i>	<p><i>The Assessment Committee will construct/review rubrics for embedded assignment and portfolio assessment.</i></p> <p><i>Course 101 Fall 2014 and – data will be analyzed and reviewed from the embedded assignments' rubric scores at the end of Spring 2015. Findings will be included in the annual report.</i></p> <p><i>Capstone course- student will</i></p>	<p><i>Embedded course assignments- oral presentations graded and assessed with rubric.</i></p> <p><i>Benchmark: 70% of students in Course 101 and 80% of students in Course 201 will receive a 4 or</i></p>	<p><i>Capstone course- Focus group conducted with senior students in capstone course about their experiences in the program, with specific questions about their oral communication development and experience.</i></p>	<p><i>In-progress 2014-2015</i></p>

			<i>participate in focus groups during their capstone course, the information will then analyzed and reviewed at the end of Spring 2015. Findings will be included in the annual report.</i>	<i>higher on 5 point-scale Oral Communication rubric.</i>		
<i>Example 2: PLO #2 Written Communication</i>	<i>2015-2016</i>	<i>Dept. Chair Faculty/Adjunct</i>	<p><i>The Assessment Committee will construct/review rubrics for embedded assignment and portfolio assessment.</i></p> <p><i>Course 101 Fall 2015 and Course 201 Spring 2016 – data will be reviewed from the assignments’ rubric scores for these courses at the end of Spring 2016. Findings will be included in the annual report.</i></p> <p><i>Capstone course- student portfolios will be completed and assessed for the written communication components using a rubric, then analyzed and reviewed at the end of Spring 2016. Findings will be included in the annual report.</i></p> <p><i>Students will also submit reflective essays as a part of their portfolio assignment, which will be used to give indirect assessment data about their written communication skills, as well as their overall</i></p>	<p><i>Embedded course assignment- research paper- graded and assessed by rubric.</i></p> <p><i>Benchmark: 70% of students in Course 101 and 80% of students in Course 201 will receive a 4 or higher on 5 point-scale Written Communication rubric.</i></p> <p><i>Capstone course- portfolio- graded and assessed by rubric.</i></p> <p><i>Benchmark: 80% of students will receive a 4 or higher on 5 point-scale portfolio rubric.</i></p>	<i>Capstone course- reflective essay- student reflection on their experience with the university and program</i>	<i>To be completed 2015-2016</i>

			<i>experiences in the program. The reflective essays will be reviewed for common themes across the experiences detailed by the students. Findings will be included in the annual report.</i>			

ⁱ Assessment activities embedded within the curriculum of a course. Students are often also graded on these activities, but the data collected on the assessment activities are used to understand student mastery of learning outcomes for the course and program.