PROGRAM ASSESSMENT PLAN FORM

#	Program Learning Outcomes	Assessment Methods to Be Used	Criterion for Success	Assessment Schedule[1]
1				
2				
3				
4				
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6				
7				
8				

[1] If you will conduct assessments every year, enter "Annually." If not annually, estimate the frequency, such as "Spring of even years."

PROGRAM ASSESSMENT PLAN RUBRIC

Program: _____ **Date:** _____

#	Assessment Category	Criteria	Met	Not Met
1	Program Learning Outcomes	Program learning outcomes are relevant and in line with program, school, college, and University mission, goals and/or objectives.	☐	☐
2		Program learning outcomes are specific, measurable and achievable.	☐	☐
3		Program learning outcomes are clearly stated and written from the student's perspective without unnecessary technical jargon.	☐	☐
4	Assessment Methods	Assessment methods are aligned with the program learning outcomes.	☐	☐
5		Assessment methods are specific and appropriate to measure the program learning outcomes.	☐	☐
6		Each program learning outcome will identify at least one "direct" method of assessment.	☐	☐
7		Include at least two assessment methods for each program outcome.	☐	☐
8	Criterion for Success	Clearly defined criterion and thresholds are defined and provided for each assessment method and program learning outcome.	☐	☐
9		The criterion is achievable and appropriate for each program learning outcome.	☐	☐
10		The threshold levels for each criterion are purposeful and meaningful and use of general terms to describe results such as high, medium, low, are defined.	☐	☐
11	Assessment Schedule	Identify the timeline when each program learning outcome is assessed.	☐	☐
12		A rotational schedule is provided for when the entire set of program outcomes will be assessed.	☐	☐
13		Program learning outcomes are assessed and documented every three years.	☐	☐

CURRICULUM MAPPING WORKSHEET FOR PROPOSED NEW PROGRAMS

Directions:

- **Program Learning Outcomes:**
  - It is extremely important that you use the same program outcome numbers for each of the Program Learning Outcomes that you identified in the Program Assessment Plan Form. This is the form that will be referred to when reviewing the curriculum mapping table!
  - Feel free to add columns and rows to the table if the academic degree/major program has more learning outcomes or courses as needed.
- **Program Required Courses/Experiences**
  - List all the degree requirements on separate lines.
  - List all courses and required experiences that all students complete for the program and are documented in the official program "checksheets."
  - All required experiences should be included. A required experience may include things like certifications or internship requirements (in some cases co-curricular experiences may also be included).
- **Curriculum Mapping Requirements**:
  - Each program outcome must be mapped to and assessed in at least one course.
  - All required courses are mapped to at least one program learning outcome.
  - One course may contribute to and be mapped to more than one program outcome.
  - Be realistic and avoid over-mapping every outcome to every course!
- **Multiple Choices for Courses**: When programs offer choices, where more than one course independently could be used to meet the same program outcomes, group the courses on the same line as shown in the example.
- **Documentation Requirements**:
  - The curriculum mapping indicates which course(s) are used for the collection and reporting of assessment data ("A") for each program outcome. Place an ("A") indicating which course(s) are used for the collection and reporting of _**assessment**_ data for each program outcome.
  - The curriculum mapping indicates the level of how the course or learning experience contributes to each of the learning outcomes. Place an ("I") where the topic is _**introduced**_, ("R") where the outcome is _**reinforced**_ and/or ("M") where students will master the content or skill (_**mastery**_).
  - With UAC guidance, alternative documentation may be provided for programs with external accreditation that provides comparable data in a comparable format. However, the same rubrics will be used to assess the curriculum mapping.

CURRICULUM MAPPING WORKSHEET FOR PROPOSED NEW/UPDATED PROGRAMS

Course Group	Required Courses or Experiences	Enter program-level learning outcomes and indicate (using A, I, R, M) how each required course or experience contributes to one of the learning outcomes.								
		PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7	PLO #8	PLO #9
Example	ABC123 History of the Alphabet	I								
Example	ABC222 Arabic Alphabet, ABC444 Greek Alphabet	R	I		I		R			
Example	ABC456 Internship		R		R		M A		M A	
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15										

CURRICULUM MAPPING RUBRIC

Program: _____ **Date:** _____

#	Assessment Category	Criteria	Met	Not Met
1	Required Courses	List of all courses and required learning experiences that all students complete for the program and are documented in the official program "checksheets."	☐	☐
2	Curriculum Mapping	All program learning outcomes are mapped to one or more required courses and/or required learning experiences.	☐	☐
3		All required courses and learning experiences are mapped to at least one program learning outcome in the University Assessment System.	☐	☐
4		Documents the level of how the course or learning experience contributes to each learning outcome when the course is used for initial introduction, reinforcement, or "mastery" in the University Assessment System.	☐	☐
5		Mapping of course progression, as well as the introduction, reinforcement and mastery of learning outcomes, is distributed across courses throughout the program.	☐	☐
6		Curriculum mapping identifies a course learning outcome from the course that is directly mapped to the program learning outcome.	☐	☐
7	Assessment	The curriculum mapping indicates which course(s) are used for the collection and reporting of assessment data ("A") for each program outcome.	☐	☐
8		Integrate assessment data from multiple courses and/or learning experiences for program assessment.	☐	☐

COURSE ASSESSMENT PLAN FORM

#	Course Learning Outcomes	Assessment Methods to Be Used	Criterion for Success	Assessment Schedule[2]
1				
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[2] If you will conduct assessments every year, enter "Annually." If not annually, estimate the frequency, such as "Spring of even years."

COURSE ASSESSMENT PLAN RUBRIC

Course Code and Title: _____ **Date:** _____ **Name:** _____

#	Assessment Category	Criteria	Met	Not Met
1	Course Learning Outcomes	Course learning outcomes are relevant and in line with the course description and program outcomes.	☐	☐
2		Course learning outcomes are specific, measurable and achievable.	☐	☐
3		Course learning outcomes are reasonable for the level and difficulty of the course.	☐	☐
4		Course learning outcomes are clearly stated and written from the student's perspective without unnecessary technical jargon.	☐	☐
5	Assessment Methods	Assessment methods are aligned with the learning outcomes.	☐	☐
6		Assessment methods are specific and appropriate to measure the learning outcomes.	☐	☐
7		Each course learning outcome will identify at least one "direct" method of assessment.	☐	☐
8		Include at least two assessment methods for each course learning outcome.	☐	☐
9	Criterion for Success	Clearly defined criterion and thresholds are defined and provided for each assessment method and course learning outcome.	☐	☐
10		The criterion is achievable and appropriate for each course learning outcome.	☐	☐
11		The threshold levels for each criterion are purposeful and meaningful and use of general terms to describe results such as high, medium, low, are defined.	☐	☐
12	Assessment Schedule	Identify the timeline when each course learning outcome is assessed.	☐	☐
13		A rotational schedule is provided for when the entire set of course outcomes will be assessed.	☐	☐
14		Course assessment is fully documented every 2 – 3 years.	☐	☐