Guidelines for Creating an Assessment Plan
Office of Assessment

This tutorial will assist faculty in the creation of a program assessment plan that is both useful for guiding assessment processes, as well as compliant with the University’s assessment plan guidelines. **All programs undergoing program review must submit an updated assessment plan to the Office of Assessment by May 15th of their review year.** Programs may choose to update their assessment plans in non-program review years, if desired.

Each assessment plan will be evaluated by Office of Assessment staff using the rubric found in Appendix A. The Office of Assessment recommends that each degree program watch all linked videos in this tutorial. There are six primary topics and seven videos, none lasting more than 10 minutes. Additional resources may prove useful to programs, especially those found in Appendices A – C.

Submit all finalized plans or questions to institutionaleffectiveness@uky.edu.

- **Topic 1: Introduction to Program Assessment**
- **Topic 2: Writing Student Learning Outcomes (SLOs) and Creating a Curriculum Map**
- **Topic 3: Assessment Tools**
- **Topic 4: Creating Your Artifact Map**
- **Topic 5: Data Collection**
- **Topic 6: Completed Assessment Plan**

<table>
<thead>
<tr>
<th>Topic 1: Introduction to Program Assessment</th>
<th><strong>Recommended Resources:</strong> Watch this video to get an introduction to program assessment as defined by the UK Assessment staff. Click the image to link to the video, or use this url: <a href="http://youtu.be/8MNK2NilPvA">http://youtu.be/8MNK2NilPvA</a>.</th>
</tr>
</thead>
</table>

**Additional Resources:**
- Assessment Changes Everything: [http://www.insidehighered.com/views/2008/02/21/graff#sthash.tXQK638w.dpbs](http://www.insidehighered.com/views/2008/02/21/graff#sthash.tXQK638w.dpbs)
Topic 2: Writing Student Learning Outcomes (SLOs) and Creating a Curriculum Map

Your assessment plan must have **SMART** student learning outcomes. Your plan must also include an artifact map. Building a curriculum map is the first step in creating an artifact map.

**Recommended Resources:** Watch this video for an overview of writing student learning outcomes. Click the image to link to the video, or use this url: [http://youtu.be/1NnjEhCcZSA](http://youtu.be/1NnjEhCcZSA).

![SMART diagram](image)

Watch this video to learn how to map your curriculum. Click on the image to link to the video, or use this url: [http://youtu.be/TjnQzF2M-iE](http://youtu.be/TjnQzF2M-iE).

**Additional Resources:**
- Writing Student Learning Outcomes: [http://www.uwlax.edu/learningoutcomes/edreading/WritingStudentLearningOutcomes.pdf](http://www.uwlax.edu/learningoutcomes/edreading/WritingStudentLearningOutcomes.pdf)
- UCONN Curriculum Map Primer: I advise you to view the Business and Engineering maps linked at the bottom of the web page [http://assessment.uconn.edu/primer/mapping1.html](http://assessment.uconn.edu/primer/mapping1.html)
- Example Curriculum/Artifact Map – Appendix B, Part 3
Creating an Assessment Plan:

**Topic 3: Assessment Tools**
You will be required to list and explain the various assessment tools your program plans to employ for assessment. If the tools are created, you will be required to add them as an appendix to your plan. A rubric is recommended for assessing complex activities.

**Recommended Resources:** Watch this video to learn about assessment tools. Click the image to link to the video, or use this url: [http://youtu.be/wXYuJ415DL0](http://youtu.be/wXYuJ415DL0).

**Additional Resources:**

**Topic 4: Creating Your Artifact Map**
Each assessment plan must include a completed artifact map. Use the curriculum map to build this.

**Recommended Resources:** Watch this video to learn how to expand your curriculum map to reflect assessment points and artifacts for review in the program. Click the image to link to the video, or use this url: [http://youtu.be/kf2TTmn5CMo](http://youtu.be/kf2TTmn5CMo).

**Additional Resources:**
- Example Curriculum/Artifact Map – Appendix B, Part 3
**Topic 5: Data Collection**
Establish your assessment cycle. UK requires that all SLOs be assessed at least once every three years.

**Recommended Resources:** Watch this video prior to creating your assessment cycle. Click the image to link to the video, or use this url: [http://youtu.be/xKQv3Jo1s0c](http://youtu.be/xKQv3Jo1s0c).

**Additional Resources:**
- Data Collection and Review Cycle guidelines – Appendix C
- Example Data Collection and Review – Appendix B, Part 5

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**Topic 6: Completed Assessment Plan**
Combine all the work you’ve done to complete your assessment process.

**Recommended Resources:** Watch this final video prior to completing your assessment plan document. Click the image to link to the video, or use this url: [http://youtu.be/LYqFzNescC8](http://youtu.be/LYqFzNescC8).

**Additional Resources:**
- Program Assessment Plan Guidelines and Rubric – Appendix A
- Sample Assessment Plan – Appendix B
Program Assessment Plan:

Include the following in your program assessment plan. If your institution requires additional information, add it where necessary, as it best fits. For readability, we suggest that each requirement is given a bolded heading so that any reader can easily find the information they seek.

1. Program mission statement
2. Program student learning outcomes (from lesson 2)
3. Program artifact map
4. Program cycle for assessment, including the theory and rationale. Be sure to explain why you have chosen to assess in the manner that you propose (i.e. formative/summative, formative/mid-point/summative, summative only)
5. Data collection and review process (from lesson 5). Be sure to provide information for every outcome that you listed in #2
6. The name of the person or the position that is responsible for coordinating the activities of assessment in the program
7. Assessment tools used to complete the assessment process (i.e. rubrics (Lesson 3), surveys, or test items)

Although it is not required, the use of bookmarks makes the navigation of longer documents very easy. Assessment plans can be rather unwieldy when all maps, rubrics, surveys, and tests are included. If you are unsure of how to complete this process, see the video linked here, or view this Wiki on Bookmarks.
# SLA 101: Creating a Program Assessment Plan

<table>
<thead>
<tr>
<th>FINAL PROJECT RUBRIC</th>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>The mission statement provides a clearly articulated description of why the program exists, what it does and its overall intention.</td>
<td>The mission statement is unclear about why the program exists, what it does, and its overall intention.</td>
<td>The mission statement is absent.</td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>The program has identified at least three SLOs. All SLOs are focused on student performance of learning, what students are able to do at programs completion. Outcomes are clear, specific, measureable, and verb-driven.</td>
<td>The program has identified at least three SLOs; however some are weak in clarity, specificity, and/or measurability.</td>
<td>Less than three SLOs are identified and/or SLOs identified are not clear, specific, measureable, or verb-driven.</td>
</tr>
<tr>
<td>Curriculum/Artifact Map</td>
<td>Map links all program student learning outcomes to program courses. It is clear where outcomes are covered (or not covered) in the curriculum. Outcomes exposure is identified for each outcome. Map also links assessable artifacts to both program courses and discrete program student learning outcomes.</td>
<td>Student learning outcomes and program courses are mapped; however outcome exposure is not identified. Assessable artifacts are included for some but not all student learning outcomes.</td>
<td>Curriculum and/or Artifact Map is absent.</td>
</tr>
<tr>
<td>Assessment Tools</td>
<td>A description of assessment tools: surveys, open-ended test questions, multiple choice questions, rubrics, juried reviews, grades and/or scoring guides have been identified. Tools identified gather both direct and indirect evidence.</td>
<td>Assessment tools are identified; however they gather mostly indirect evidence.</td>
<td>A description of assessment tools is not included.</td>
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<tr>
<td>Assessment Oversight</td>
<td>Central assessment coordinator(s)/committee charged with oversight responsibilities for assessment is identified.</td>
<td>Assessment cycle is unclear. Information is missing on one or more of the following: measurement of student achievement of all SLOs, a minimum of one date for collection of data, annual date for planning improvement actions, and/or an annual date for dissemination and analysis/interpretation of assessment results.</td>
<td>Assessment oversight responsibilities are not identified.</td>
</tr>
<tr>
<td>Assessment Cycle</td>
<td>Assessment cycle is clearly articulated, includes measurement of student achievement of all SLOs, includes a minimum of one date for collection of data, annual date for planning improvement actions, annual date for dissemination and analysis/interpretation of assessment results.</td>
<td></td>
<td>A description of the assessment cycle is not included.</td>
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</tbody>
</table>
Table of Content

1. Mission Statement
2. Student Learning Outcomes
3. Curriculum/Artifact Map
4. Program Cycle for Assessment
5. Data Collection and Review
6. Assessment Coordinator
7. Assessment Tools
Mission Statement

The purpose of this program is to provide coherent, undergraduate-level training in MSAL scholarship. MSAL program is committed to meet the needs in laboratory sciences through excellence in scholarship, research and service for the Commonwealth of Kentucky and the global community.

Student Learning Outcomes

1. Students will demonstrate entry level knowledge for a medical laboratory scientist
2. Students will evaluate clinical data and results by applying knowledge and skills gleamed from this program
3. Students will exhibit entry level psychomotor and clinical skills for a medical laboratory scientist
4. Students will model the professional traits of an entry level healthcare practitioner
# Curriculum/Artifact Map

**Key:**
- ○ Introductory
- ‼ Intermediate
- ● Degree Level

<table>
<thead>
<tr>
<th>Students will demonstrate entry level knowledge for a medical laboratory scientist.</th>
<th>Students will evaluate clinical data and results by applying knowledge and skills gleamed from this program.</th>
<th>Students will exhibit entry level psychomotor and clinical skills for a medical laboratory scientist.</th>
<th>Students will model the professional traits of an entry level healthcare practitioner.</th>
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<tr>
<td>470</td>
<td></td>
<td>●Mock Exam Pre-test/ Post-test by faculty in the course (Q7, 11, and 13 assessed using Critical Thinking VALUE Rubric)</td>
<td></td>
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<tr>
<td>480</td>
<td>●</td>
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<td>●Practicum Affective Behavior Evaluations (rubric) by practicum faculty</td>
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</tbody>
</table>
| 481 | | ●Performance task checklist by practicum faculty | | ●1. Practicum Affective Behavior Evaluations (rubric) by practicum faculty
   2. Practicum Rotation (rubric) by practicum faculty |
### Program Cycle for Assessment

Assessment of student learning takes place throughout the program and occurs in all courses and lab experiences. Program faculty will be asked to maintain records of course-level assessment. Program-level assessment data will only be gathered at summative points in the curriculum. Some outcomes will be assessed in several degree–level courses. The knowledge outcome will be ultimately assessed by the students’ pass rates on the board certification exam.

The program will follow a two year assessment cycle, with two outcomes assessed in year one and two outcomes assessed in year two. Data will be gathered annually for all outcomes. With the exception of the board certification exam, all assessments will take place in class or in a practicum rotation. All students must be evaluated for course purposes. Therefore, all student data will be gathered for the purposes of the program assessment. No samples of data will be taken for normal, regularly scheduled assessment.

Results will be analyzed and interpreted at the second faculty meeting of every academic year. Assessment reports will be completed no later than October 1st of every year and turned in to the college’s assessment coordinator for review. Final reports will be sent to the university’s assessment office no later than October 31st of every year.

<table>
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<tr>
<th></th>
<th>Performance task checklist by practicum faculty</th>
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<th>1. Practicum Affective Behavior Evaluations (rubric) by practicum faculty</th>
<th>2. Practicum Rotation (rubric) by practicum faculty</th>
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<td>482</td>
<td></td>
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<td>1. Practicum Affective Behavior Evaluations (rubric) by practicum faculty</td>
<td>2. Practicum Rotation (rubric) by practicum faculty</td>
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<td>483</td>
<td></td>
<td></td>
<td>1. Practicum Affective Behavior Evaluations (rubric) by practicum faculty</td>
<td>2. Practicum Rotation (rubric) by practicum faculty</td>
</tr>
<tr>
<td>Board Certification</td>
<td>Board certification exam</td>
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</table>
The program’s director will act as assessment coordinator. It is the responsibility of the director to monitor the activities of assessment that occur in the program. The director will lead the assessment conversation held each fall and will write the assessment report due to the university on October 31st.
**Assessment Tools**

Outcome 2 will be partially assessed using the Critical Thinking VALUE Rubric which can be found below. The rubric for Outcome 4 is still being written. This plan will be updated upon completion of that rubric.
Data Collection and Review Process

Follow the steps below to create your data collection and review process map.

1. Establish your cycle. Will your cycle be 1 year, 2 years, 3 years, or something different?
2. If your cycle is longer than one year, determine which outcomes will be assessed each year.
3. Link the appropriate data to each outcome. For instance, outcome 1 is best assessed using the final paper from SLO 427 and the Graduating Senior Survey.
   a. Be sure to add the direct evidence you chose in your artifact map.
   b. Consider adding indirect evidence like grades, GPAs, and survey data.
4. Determine when the data will be gathered. Will your program collect the data yearly but only analyze it on the outcome assessed year, or will the data only be collected in the years that assessment is completed for that outcome.
5. Establish who is responsible for gathering the data. The faculty member in SLO 427 may be required to gather and assess the final papers. The program’s director may be responsible for processing the information from the Graduating Senior Survey.
6. Determine a time for all faculty in the program to review data and make decisions for the program. Ideally, this will happen at the same time every year. Many programs choose to review the data at a designated faculty meeting.

See the example on the following page. You may choose to create a matrix similar to this to outline your program’s data collection and review process, or you may find another approach more useful. Do whatever makes the most sense for you and your program’s faculty. Once complete, please turn in to the assignment folder.
<table>
<thead>
<tr>
<th>Assessed</th>
<th>Data 1</th>
<th>Data 2</th>
<th>Data 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td><strong>Outcome 1</strong>&lt;br&gt;• SLO 427 Final Paper&lt;br&gt;• Gathered in Yr. 1&lt;br&gt;• Evaluated by course faculty using program rubric</td>
<td>• Graduating Sr. Survey&lt;br&gt;• Gathered yearly&lt;br&gt;• Processed by program director</td>
<td></td>
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<tr>
<td></td>
<td><strong>Outcome 2</strong>&lt;br&gt;• SLO 214 Class project&lt;br&gt;• Gathered in Yr. 1&lt;br&gt;• Evaluated by faculty panel in course using program rubric</td>
<td>• SLO 512 Capstone project&lt;br&gt;• Gathered in Yr. 1&lt;br&gt;• Evaluated by faculty panel in course using program rubric</td>
<td>• Graduating Sr. Survey&lt;br&gt;• Gathered yearly&lt;br&gt;• Processed by program director</td>
</tr>
<tr>
<td>Year 2</td>
<td><strong>Outcome 3</strong>&lt;br&gt;• SLO 444 Final paper&lt;br&gt;• Gathered in Yr. 2&lt;br&gt;• Evaluated by faculty in course using program rubric</td>
<td>• GPAs and matriculation rates&lt;br&gt;• Gathered yearly&lt;br&gt;• Processed by program director</td>
<td></td>
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<tr>
<td></td>
<td><strong>Outcome 4</strong>&lt;br&gt;• SLO 222 Speech project&lt;br&gt;• Gathered in Yr. 2&lt;br&gt;• Evaluated by faculty in course using program rubric</td>
<td>• SLO 501 Speech project&lt;br&gt;• Gathered in Yr. 2&lt;br&gt;• Evaluated by faculty in course using program rubric</td>
<td>• Internship evaluations, questions 7, 13, &amp; 18&lt;br&gt;• Gathered yearly&lt;br&gt;• Processed by program director</td>
</tr>
<tr>
<td>Year 3</td>
<td><strong>Outcome 5</strong>&lt;br&gt;• SLO 222 Final Paper&lt;br&gt;• Gathered in Yr. 3&lt;br&gt;• Evaluated by faculty in course using program rubric</td>
<td>• SLO 512 Capstone project&lt;br&gt;• Gathered in Yr. 3&lt;br&gt;• Evaluated by faculty panel in course using program rubric</td>
<td>• Internship evaluations, questions 10, 11, &amp; 12&lt;br&gt;• Gathered yearly&lt;br&gt;• Processed by program director</td>
</tr>
</tbody>
</table>

- Data will be collected and processed by May 10th of every year. Reports will be created and sent to all program faculty no later than May 20th.
- Any additional investigation required will take place during the summer months.
- All results will be discussed and improvements will be determined at the annual faculty meeting in September.
- Assessment reports will be created for dissemination to faculty and administrators, first, and then to the University no later than October 15th of every year.