

## **Mansfield Assessment Plan Guidelines: Program Outcomes Assessment**

Program outcomes assessment is a process completed at the program level. It involves collecting, analyzing, and interpreting information regarding student learning and development in a program's curriculum. We do program outcomes assessment for two reasons: (1) to evaluate the educational impact of our programs, and (2) to improve our programs.

Every Mansfield University degree program must have an assessment plan that describes the expected learning outcomes for the program and the methods used to evaluate the students' achievement of those outcomes. When appropriate, the assessment plan should also include the expected learning outcomes at the course level for students who are non-majors. The assessment plan should be reviewed each semester, and updated when appropriate. The annual reports that a program submits should describe the results for the implementation of their assessment plan.

Please use this template to create your assessment plan.

### **A. Program Name**

List the name of the program and the degree(s) included. If there are multiple programs within your department with distinct learning outcomes, a separate assessment plan for each program should be completed. If there are multiple programs within your department but the programs share the same core learning outcomes, only one annual report is necessary.

### **B. Coordinators**

List the name of the Chair, the Program Assessment Coordinator, and any faculty participating in the writing of the plan.

### **C. Mission, Vision, Values and Goals statements**

Provide the Program's mission, as well as any vision, values, or goals statements. The mission should align up with the Mansfield University Mission and Creed.

*Keep in mind that your mission, goals, and educational objectives should guide your assessment process.*

### **D. Student Learning Outcomes**

List your program's primary student learning outcomes. A *student learning outcome* is a statement that describes what faculty members expect students will be able to do once they have completed the program. Programs may have many student learning outcomes; please include 5 – 7 of the most important, demonstrable student learning outcomes. You may include more if your accrediting body requires more, but the outcomes that your faculty believe to be the most important should be listed first. Your assessment methods should reflect the relative importance of your outcomes. Note also that course objectives should be the basis for expected student learning outcomes at the course level.

**E. Program Curricular Map or “Cross-Walk”**

A crosswalk maps your student learning outcomes to the specific courses where the students will be expected to demonstrate some level of competency in those skills. It includes: the student learning outcomes, the courses, and the assignments that the students will be asked to complete in order to demonstrate their competence.

**F. Assessment Methods of Student Learning Outcomes**

Describe the methods used to gather evidence of student achievement of the learning outcomes. If you will use more than one measure of any outcome, please describe all of them. Programs should use direct measures of student learning (e.g. exams that may be internally or externally generated, capstone assignments or projects, field placement or internship related assessments, or a portfolio review). Indirect measures (e.g., satisfaction surveys) can provide helpful information but should not be the primary mode of assessment.

**G. Timeline**

Indicate the timeline for each assessment method (e.g., each semester, once a year). Not every learning outcome need be assessed every year; if a program wants to rotate between different learning outcomes, this process should be described and justified.

**H. Excellence in Higher Education**

Include your narrative/report for the Baldrige Excellence in Higher Education process. This narrative should describe your action plan for the areas your department will focus on during the academic year.

**I. Assessment Training and Review of Assessment Plan**

Indicate when faculty will engage in assessment activities (including training for new or interested faculty) and when the scheduled department reviews of the assessment plan and all of its components will be undertaken (e.g., every semester during University Days, department retreat at end of semester).

**J. Continuous Process Review and Improvement**

Describe who is responsible for organizing the assessment data. Describe a plan for reflecting on your assessment results and designing an action plan based on the results that will be used to improve your program over the coming year. Describe the process for sharing assessment results with the program faculty members and for implementing program improvements based on faculty members’ interpretations of the assessment data. For example, will you hold a planning retreat to address the implications of your assessment findings? When appropriate, describe the process for sharing assessment results with other programs, ***including the General Education program committees*** and other academic programs/departments.