The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

**Five steps** to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).
2. **List** the intended student learning outcomes for the degree program (page 3).
   * What should students know or be able to do if they complete the degree program?
3. **Map** the curriculum onto the student learning outcomes (page 4).
   * Where are the students learning the intended program outcomes?
   * What shared experiences do the students have outside of the curriculum?
4. **Explain** what assessment activity has taken place (page 5).
   * What did you learn from past assessment activities?
   * How did you use what you learned to affirm or improve the student experience?
5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
   * Are the students learning what you want them to learn?
   * How will you know that your students are learning the program outcomes?
   * What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment [website](http://provost.illinois.edu/assessment/learning-outcomes-assessment/assessment-at-illinois/illinois-principles-for-assessment/), attend a workshop (see website for workshop details), or contact Staci Provezis, Associate Provost for Academic Effectiveness, at [sprovez2@illinois.edu](mailto:sprovez2@illinois.edu) or [learningoutcomes@illinois.edu](mailto:learningoutcomes@illinois.edu).

**DUE: April 1, 2018**

**Identifying Information**

**School/College:**

**Graduate Degree/Major Program Name:**

**Faculty Director Contact/Title:**

**Contact Information:**

**Step 1: Assessment administration in the department**

1. **Who will lead the assessment work?**

(identify an individual or team who will coordinate the implementation of the plan)

1. **How will assessment information be shared within the department/program?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning)
2. **What is the plan for production of an annual summary report?**

(the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)

**Step 2: Student Learning Outcomes**

In this section, please **list** the program’s student learning outcomes.

* While the campus student learning outcomes are primarily for undergraduate students, it may still be beneficial for Graduate programs to look to the campus student learning outcomes as a resource for program-level outcomes.
* The learning outcomes should represent what students are able to do or know as a result of the program. In Graduate programs, students may have outcomes related to research methods, teaching preparedness, and professional development beyond the typical learning outcomes of the subject.
* Most programs have about 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

**Student Learning Outcomes**

1.

2.

3.

4.

5.

**Step 3: Graduate Degree Program Curriculum Mapping**

This worksheet, or similar document, **must be included** with the submission of the program’s assessment plan.

* **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning goals.
* **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included if required by every student). Feel free to add rows as needed. For graduate level work, typical milestones such as qualifying exams/ comprehensive exams, research projects, Dissertation defense, and so on should be included.
* Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
  + May indicate with an X
  + Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Map** | | | | | | | |
| **Degree Program Courses or Experiences** | | Term/Year expected for requirement | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 | Learning Outcome #5 |
| Course #1 | |  |  |  |  |  |  |
| Course #2 | |  |  |  |  |  |  |
| Course #3 | |  |  |  |  |  |  |
| Course #4 | |  |  |  |  |  |  |
| Course #5 | |  |  |  |  |  |  |
| Course #6 | |  |  |  |  |  |  |
| Course #7 | |  |  |  |  |  |  |
| Course #8 | |  |  |  |  |  |  |
| Course #9 | |  |  |  |  |  |  |
| Course #10 | |  |  |  |  |  |  |
| Course #11 | |  |  |  |  |  |  |
| Course #12 | |  |  |  |  |  |  |
| Experience/milestone #1 | | (*for example, in term 4*) |  |  |  |  |  |
| Experience/milestone #2 | |  |  |  |  |  |  |
| Experience/milestone #3 | |  |  |  |  |  |  |
| Experience/milestone #4 | |  |  |  |  |  |  |
| Experience/milestone #5 | |  |  |  |  |  |  |
|  | *\*Add additional rows as needed to capture all requirements.*  *Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.* | | | | | | |

**Step 4: Previous Assessment Activities**

**What use has your program made of assessment evidence (formally or informally collected) in the last 5 years?**

Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, milestone experiences, or co-curricular activities (such as internships, research experiences) ***and*** any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department’s practice. Possible sources of evidence are the **annual reviews of students** and the reports from **AIDE**.

**Step 5: Assessment Planning**

**What questions, issues, or concerns about student learning in the degree program do you want to address?** Write at ***least three questions*** the department will pursue to better understand student learning at the degree level. Describe the information you need to answer the questions and a timeline for what it would take you to answer the question. Not every learning outcome needs to be assessed every year, but all need to be assessed over a 5-8 year period. The expectation is that assessment (collecting evidence, interpreting evidence, or implementing changes) takes place every year.

|  |  |  |
| --- | --- | --- |
| **Question 1:** | *(Enter question about student learning at the program level)* | |
|  | Student Learning Outcome: | *(Enter the number of the program level SLO)* |
|  | Sources/Methods for acquiring evidence: | *(List the sources of evidence; performance indicators for graduate programs could include student’s teaching evaluations, grant and fellowship applications, awards, conference papers and presentations, publications, academic and non-academic job placement)* |
|  | Timeline: | *(Write academic year for this analysis)* |
| **Question 2:** |  | |
|  | Student Learning Outcome: |  |
|  | Sources/Methods for acquiring evidence: |  |
|  | Timeline: |  |
| **Question 3:** |  | |
|  | Student Learning Outcome: |  |
|  | Sources/Methods for acquiring evidence: |  |
|  | Timeline: |  |
| **Question 4:** |  | |
|  | Student Learning Outcome: |  |
|  | Sources/Methods for acquiring evidence: |  |
|  | Timeline: |  |
| **Question 5:** |  | |
|  | Student Learning Outcome: |  |
|  | Sources/Methods for acquiring evidence: |  |
|  | Timeline: |  |