

AY18-19 Program Learning Outcomes Assessment Guidelines and Suggested Timeline¹

Last Updated in January 2019

To support UC San Diego's WASC Accreditation and develop an assessment culture on campus, academic units are encouraged to engage with the following assessment milestones:

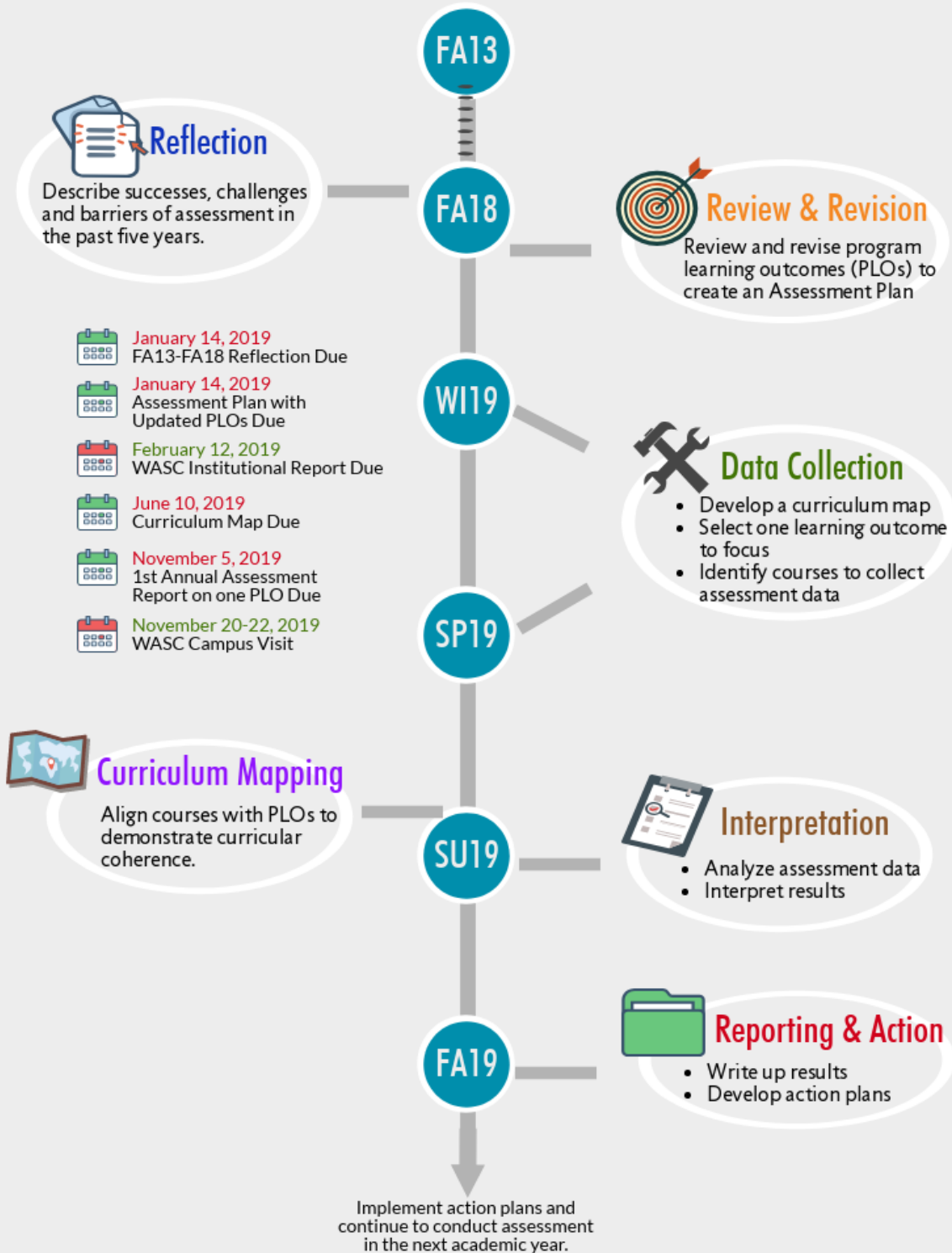
1. Submit a reflection report to discuss successes, challenges and barrier of your program learning outcomes and their assessment in the past five years (fall 2013 – fall 2018). **(Due January 14, 2019)**
2. Using the assessment results of the past five years and other relevant program information and data, revise your program's IEEI, and align (where applicable) your program outcomes to WASC Core Competencies. (Use the Program Learning Outcomes Assessment Plan Template in Appendix A). **(Due January 14, 2019)**
3. Develop a Curriculum Map that connects the program learning outcomes with the curriculum. (See the Curriculum Map Template in Appendix B). **(Due June 10, 2019)**
4. Implement your Program Learning Outcomes Assessment Plan and assess at least one program learning outcome. Use the Assessment Report Template (Appendix C) to organize, reflect and report on your assessment results. **(Due November 5, 2019)**

Please see the suggested timeline below to plan and implement the expected assessment milestones (1-4 listed above) from now to fall 2019.

¹ The AY18-19 assessment guidelines and timeline were established by the Office of the Dean of Undergraduate Education in fall 2018. The Office of the Dean of Undergraduate Education is currently working with the Teaching + Learning Commons to develop a campus-wide annual program assessment process, featured with clear expectations, a robust infrastructure, comprehensive assessment support, and a streamlined reporting procedure.

UCSD AY18-19 Program Learning Outcomes (PLOs) Assessment and Reporting

A recommended timeline for departments to plan and implement their assessment activities during AY18-19.



UC San Diego AY2018-2019 Program Learning Outcomes Assessment Guidelines

The following texts are prepared to provide guidelines, templates and examples to help academic units organize assessment information, plan assessment activities, and report on assessment results. Additional assessment resources and consultations are also available at [the Teaching + Learning Commons](#) (also see details in Appendix D).

Task 1: Assessment Reflection Report

Due: January 14, 2019

As one of the WASC expectations, each department needs to reflect on their assessment process to discuss successes, challenges, and barriers of assessment in the past five years. Based on the exploratory interviews conducted by the UC San Diego WASC Work Group with members of Council on Undergraduate Education (CUE) in June 2018, a key take-away message is that the depth of planning and implementation of learning outcomes assessment varies across departments significantly. To act upon the interview results, we need to develop clear assessment expectations, a robust structure, and comprehensive resources to assist departments on the important process towards becoming a student-centered university. To accomplish that, as a first step, please address the following questions in your reflection report:

1. In the past five years (fall 2013 to fall 2018), what data did your department collect to assess your program learning outcomes?
2. What successes and challenges did you discover through the assessment process? What were the next steps suggested and supported by the assessment results?
3. If no data was collected, what barriers and obstacles did your department experience? What do you plan to do to address the issues/challenges?

Task 2: Program Learning Outcomes Review and Revision

Due: January 14, 2019

Review and revise your program's learning outcomes on your [Inventory of Educational Effectiveness Indicators \(IEEI\)](#) (select "Inventory of Educational Effectiveness Indicators – by Core Competency") to create an assessment plan that will guide your assessment implementation. Use the assessment results of the past five years and other relevant program information and data (e.g., changes in program enrollment, new requirements by your discipline-based association, current workforce skill requirements, or new program missions) to improve your program learning outcomes, align (where applicable) your program outcomes to WASC Core Competencies, determine the timeline, and identify responsible people.

An assessment plan template is provided in Appendix A for departments to use or adapt. Departments may use a different template, as long as it contains the following essential components:

- Program Learning Outcomes
- [WASC core competencies](#) that the Program Learning Outcomes align with
- Assessment methods
- Assessment implementation timeline
- People who are responsible for the assessment
- Planned use of the assessment results

Task 3: Curriculum Map

Due: June 10, 2019

A Curriculum Map is a matrix that shows the connections between courses and program learning outcomes. It demonstrates curricular coherence, identifies redundancies and/or gaps in outcome coverage, and illustrates where in the curriculum a program learning outcome is introduced, reinforced, and advanced. It serves as a powerful assessment planning tool, and provides evidence for alignment between curriculum and program learning outcomes (one of the criteria that WASC uses to assess quality of academic program).

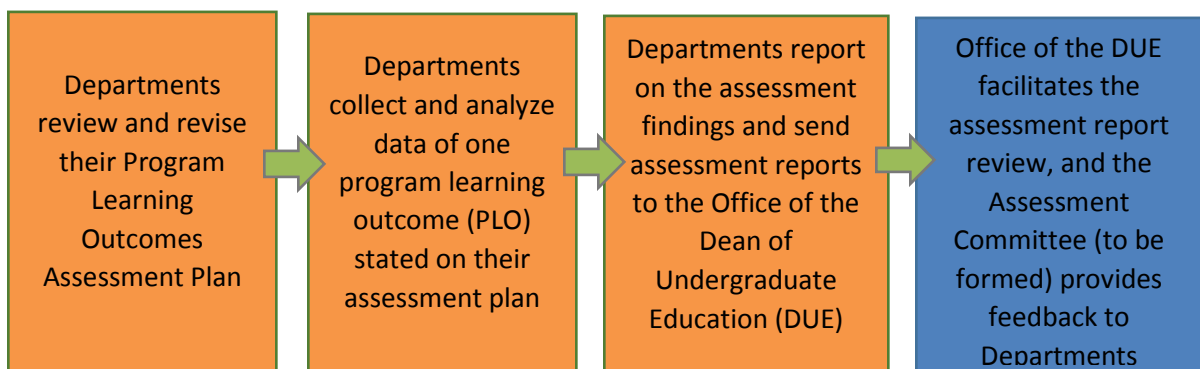
Please use the Curriculum Map Template in Appendix B to get started.

Task 4: Assessment Implementation and Reporting

Due: November 5, 2019

Departments are encouraged to begin implementing their assessment plan and collect data on at least ONE program learning outcome. Assessment reports (see the Report Template in Appendix C) will be collected by the Office of the Dean of Undergraduate Education by November 5, 2019. Departments are encouraged to use assessment resources and services provided by the [Teaching + Learning Commons](#).

The following diagram illustrates the annual assessment and reporting process:



To support departments' assessment efforts, The Teaching + Learning Commons is available to offer assessment consultations and resources.

WASC Standards Related to Academic Program Assessment

Academic Program Assessment at UC San Diego is consistent with policies defined and enforced by WASC. According to the WASC's [Standard 2: Achieving Educational Objectives through Core Functions](#),

- The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level.
- The institution's faculty take collective responsibility for developing student learning outcomes, establishing appropriate standards of performance, and demonstrating through assessment the achievement of these standards.
- Undergraduate programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking.
- In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Undergraduate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).
- The institution has an assessment infrastructure adequate to assess student learning at program and institution levels. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

Shared Responsibilities in Assessment:

The ultimate goal of student learning outcomes assessment is to enable faculty and programs to plan and implement program improvements to facilitate student learning. In order to achieve this goal, assessment needs to be a shared responsibility.

- Office of the Dean of Undergraduate Education: define university-wide assessment expectations and procedures by consulting the Commons; coordinate university-wide assessment activities on campus; collect assessment reports, facilitate assessment report review; and encourage departments to seek assessment support from the Commons.
- The Commons: provide consultations (e.g., guidance on how to develop learning outcomes), online resources, assessment workshops (also see details in Appendix D) to support academic programs; provide the Office of the Dean of Undergraduate Education recommendations on the university assessment processes.

- Departments: define program learning outcomes, metrics, and measures; collect and analyze assessment data; act upon assessment results to make course and curricular improvements to improve student learning.
- Data analysts at the Department or Division: conduct query on institutional student records to support departments' assessment activities; provide services or consultations on data analysis and analytical tools (e.g., Tableau), when applicable.
- Office of Institutional Research: provide consultations and guidance on the use of institutional data; provide student survey results at the department level, when needed for assessment; provide consultation and guidance on statistical methodologies for data analysis, through partnership with the Commons.
- Assessment Workgroups/Committees: Faculty Assessment Committees/Workgroups can be formed at the Division and University levels to provide feedback on departments' assessment process and findings.

Appendix A: Program Learning Outcomes Assessment Plan Template

Department: _____ Major: _____ Date of the last Academic Senate Review: _____

Program Learning Outcomes (PLOs) <i>What do you want your students to be able to do after completing your program?</i>	Assessment Tool or Measure <i>Where and how to collect data to determine students' achievement of stated PLOs?</i>	Timing <i>When to collect data/evidence, interpret data/evidence, and disseminate results?</i>	People <i>Who is responsible for assessment and analysis?</i>	Information Flow for Use and Dissemination <i>How are the findings used? How are they reported and shared?</i>	WASC Core Competencies* <i>Which core competencies are PLOs aligned with? If not aligned with any, then state "NA."</i>
Where are the PLOs published? Please provide your department program website address:					

*[WASC Core Competencies](#) include **written and oral communication, quantitative reasoning, information literacy, and critical thinking**. Institutions are free to define each core competency in a way that makes sense for the institution. Departments/Programs are encouraged to think about what each competency means in their disciplinary context and use their discipline-specific definitions to build the connections between program learning outcomes and core competencies.



<http://commons.ucsd.edu/research-and-assessment>

Appendix B: Curriculum Map Template

1. List all the courses and experiences (e.g., community service, study abroad, internship, undergraduate research, and fieldwork) required by the program. Do not include College Requirements (the General Education Curriculum), which will be assessed by the Colleges.
2. Use “beginning,” “intermediate,” and “advanced” to indicate the expected level of proficiency in certain program learning outcome for the corresponding courses/experiences.
3. Specify the WASC Core Competencies that program learning outcomes align with. State “NA” if certain learning outcomes are not connected to any of the core competencies.

Department: _____

Degree Program: _____

Program Learning Outcome	WASC Core Competencies	Core Requirements			Other Required Courses and Experiences		
		Course 1	Course 2	Experience 1	Course 3	Course 4	Experience 2
PLO1	<i>Written Communication</i>	<i>Beginning</i>	<i>Intermediate</i>	<i>Advanced</i>		<i>Intermediate</i>	
PLO2	<i>Information Literacy</i>		<i>Beginning</i>				<i>Advanced</i>
PLO3	<i>Critical Thinking</i>	<i>Beginning</i>		<i>Advanced</i>		<i>Beginning</i>	
PLO4	<i>NA</i>		<i>Beginning</i>				
PLO5	<i>NA</i>			<i>Advanced</i>			

Appendix C: AY2018-2019 Assessment Report Template

Degree Program: _____

Department: _____

Division/College: _____

Assessment Contact Name and Email Address: _____

Academic program assessment report is required to provide information of the following components:

1. Program Learning Outcome(s)
 - a. List the program learning outcome(s) that your department assessed this year.
2. Alignment between program learning outcomes and learning opportunities
 - a. Attach your program/department's most current Curriculum Map to the report as an appendix.
 - b. Specify courses/experiences that you used for collecting data/evidence this year.
 - c. Specify the levels of proficiency (e.g., beginning, immediate, advanced) do you expect students to achieve after they complete the selected courses/experiences.
3. Assessment methods
 - a. Describe assessment methods used for assessing the selected learning outcome(s).
 - b. Provide information on the sample size, course/experience name and level, and people who evaluated/graded/interpreted collected evidence.
 - c. Describe criteria/standards used to determine students' levels of proficiency in selected learning outcome(s). If a rubric was used, attach a copy of such a rubric as an appendix.
4. Assessment results
 - a. Aggregate and summarize assessment results in written, tabular, or graphical form.
 - b. If relevant, provide additional information that helps interpret the results. Examples include baseline data, benchmarks, and performance of comparison groups.
 - c. Provide interpretation, discussion, reflections, and implications of the assessment results.
5. Planned use of the results
 - a. Describe actions or changes that your department and faculty plan to take/make based on the findings supported by your assessment results.
 - b. Identify resources and support that could help facilitate your action plan.

- c. Please note that departments are expected to report on the progress of their proposed action/changes in next year's assessment report.
- 6. Plan for the next year's assessment
 - a. List the program learning outcome(s) that your department plans to assess next year.
- 7. Appendices
 - a. Most current Curriculum Map
 - b. Copies of rubrics, survey questionnaires, if applicable
 - c. Anything relevant

Appendix D: Assessment Resources and Consultation Services at the Commons

Course-Level Assessment

The Education Research and Assessment Hub at the Commons is available to consult with individual instructors regarding their course assessment. A staff member of the Hub can provide expertise and recommendations for instructors on the following topics:

- Developing course learning outcomes
- Aligning course learning outcomes with course assessment
- Designing rubrics for assessing projects, papers and presentations
- Developing survey questionnaires to collect students' feedback, perceptions and self-assessment of learning outcomes
- Conducting classroom observations
- Conducting student focus groups
- Designing and administering online mid-term course evaluations
- Organizing and interpreting assessment results

Program-Level Assessment

The Education Research and Assessment Hub at the Commons is available to collaborate with departments and academic programs on conducting program assessment. A staff member of the Hub can provide expertise and recommendations for departments and programs on the following topics:

- Developing and revising an assessment plan
- Aligning program learning outcomes with courses by developing a curriculum map
- Selecting or developing assessment instruments (e.g., surveys, focus group protocols)
- Conducting student focus groups
- Organizing and interpreting assessment results

Additional Resources:

- Online resources that contain assessment examples and templates are available at <http://commons.ucsd.edu/research-and-assessment/assessment/index.html>
- Assessment workshops are offered throughout the academic year (see schedules at <http://commons.ucsd.edu/educators/faculty-programs/eth-workshops.html#Inclusive-Teaching:-Creating-an>). Departments and programs can also request assessment workshops tailored specifically to their needs.

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<http://commons.ucsd.edu/research-and-assessment>