

ACADEMIC PROGRAM-LEVEL ASSESSMENT GUIDELINES

ACADEMIC PROGRAM-LEVEL ASSESSMENT PLAN GUIDELINES:

1. All USM degree programs on the IHL Academic Program Inventory assess student learning outcomes at the program level.
2. Separate assessment plans are encouraged at the emphasis level.
3. To assist with teacher education accreditation assessment requirements, all teacher licensure programs assess at the emphasis level.
4. Programs that offer separate online emphasis areas or distinct emphasis areas at different sites assess separately.
5. Programs with two degrees at the same level in the same subject can choose to assess within one plan or separate plans. Graduate programs that offer fallback degrees may combine assessments.
(See Assessment of Student Learning Outcomes Participants Policy for items 1-5.)
6. Program-level Assessment Plans have a minimum of five outcomes. At least four outcomes must be Student Learning Outcomes and at least one outcome must be a Program Objective focused on student achievement. ***This Objective is labeled O/O in WEAVE.*** Student achievement includes enrollment and retention rates, graduation rate, job placement rate, licensing, and certification.
7. Student learning outcomes must show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit.
8. Graduate Program Student Learning Outcomes/Measures must demonstrate (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.
9. Each student learning outcome must have two measures; one must be a direct measure. At least one measure is required for Program Objectives.
10. Course grades cannot be used as measures.

ACADEMIC PROGRAM-LEVEL ASSESSMENT REPORT GUIDELINES:

Programs offered at multiple teaching sites or by multiple delivery modes must report their findings by site and include all sites and/or modes in the findings analysis.

The following components are required for a complete assessment report:

1. Findings (separated by site/mode if applicable)
2. Action Plans (required in year 2 of the assessment cycle; recommended in year 1 if applicable)
3. Implemented Action Plans (updated)
4. Analysis (Two Fields: Strengths or Progress and Continued Attention)
5. Program Summary - Programs are asked to describe the program and summarize program highlights of the past year. The summary field is needed to provide context to an outside reviewer. Program contributions, activities, and accomplishments should be included in this field.
6. Continuous Improvement Initiatives/Additional Action Plans - Any department-level or program-level action plans for improvement that are not necessarily tied to a specific

student learning outcome or program objective should be described in this field. Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in this field.

7. Closing the Loop/Action Plan Tracking – Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail. This section is where programs provide evidence of improvement based on analysis of the results.

8. Technology Use Narrative – Programs are to state/explain the role of technology in the discipline and outcomes related to technology. Programs then develop a narrative to support this statement by providing program assessment results (if applicable), examples of technology being used to enhance student learning, examples of technology being used to meet program objectives/outcomes, and examples of providing access to and training in the use of technology.