**SUNY Cortland Program Assessment Plan Introduction**

**For each undergraduate major and graduate program in your department, please provide the following four-part assessment plan. If you have multiple programs, please submit a separate plan for each program.**

**Notes:**

* You are welcome to use the attached Excel workbook templates, modify those templates or provide the information in another format if that is more convenient.
* The terminology used in the templates is generalized and your department may choose to customize terms as appropriate to your field.
* For helpful links, visit [Student Learning Outcomes Assessment Resources](https://www2.cortland.edu/offices/institutional-research-and-assessment/planning-and-assessment-support/student-learning-outcomes-assessment-resources.dot) online.
* Contact any member of the Student Learning Outcomes Committee for further information.

**Part 1: Student Learning Outcomes**

Please list the major student learning outcomes that describe the knowledge, skills, attitudes, and habits of mind that students develop by completing this particular program. You may choose to use broader outcomes (like goals) with more specific outcomes listed underneath. This does not have to reflect all learning outcomes for the program, but should capture the central purpose of the curriculum.

**Part 2: Curriculum Map**

A curriculum map is a graphical illustration of the relationship between a program’s course/requirement and the program’s student learning outcomes. It is often a matrix with courses on one dimension and outcomes on the other. It can indicate the level of competency (introduction, mastery, etc.) and shows where signature assessments (e.g., assignments, tests, application) are located in the curriculum.

The attached excel sheet may be used or modified or a different format may be submitted.

**Part 3: Key Assessments**

Key or signature assessments occur in and/or out of the classroom and measure student knowledge and capabilities in the learning outcomes. They can occur at any point in a program and may measure different levels of expected knowledge/ability (e.g., sophomore versus graduating senior). Key assessments examples include: test, paper, comprehensive exam, performance, portfolios.

**Part 4: Assessment Cycle**

Provide a schedule for how and when the department will do the following for each Student Learning Outcome:

* assessments conducted,
* data is collected and analyzed
* department will discuss findings and use evidence of student learning for improvement

**Part 1**

**Student Learning Outcomes**

**Program:**

**1.**

**2.**

**3.**

**4.**

**5.**

Part 2

Curriculum Map

Program Assessment Resources

SUNY Cortland

Tips for learning outcomes

 Emphasis on student

 Observable action verbs – “compare and contrast”

 Learning statement: what content or competency is addressed

**Target**

|  |  |  |
| --- | --- | --- |
| Target | Possible verbs |  |
| Knowledge | Cite, define, describe, identify |  |
| Comprehension | Arrange, classify, convert |  |
| Application | Apply, change, compute, construct |  |
| Analysis | Calculate, contrast, break down |  |
| Synthesis | Organize, modify, construct |  |
| Evaluation | Judge, interpret, justify |  |
|  |  |  |

SLO Checklist

1. important

2. action verbs

3. assessable

4. maps to learning opportunities

5. aligns with program goals.

6. collaboratively authored and collectively accepted

Assessment: key or signature assignments that measure the level of mastery for knowledge, skills