



Learning Outcomes Assessment Plan Template

ATTENTION: This document is for reference only. Please use the unique link provided for each degree program to submit the Learning Outcomes Assessment Plan.

Thank you for taking the time to complete the Learning Outcomes Assessment Plan Template. This form is designed to collect learning outcomes assessment information for **new degree programs** in your unit and/or **established degree programs that were not included in the initial learning outcomes assessment plan collection**. We encourage you to reach out to colleagues in your unit who are involved in learning outcomes assessment work for similar programs. Some of the information you will be asked to provide can be found in the Illinois Board of Higher Education (IBHE) application that was submitted for the degree program under. If your department recently submitted a proposal to establish or revise curricula for the specified degree program, assessment information can also be found in that proposal.

Specifically, you will be asked to:

1. Provide program information for the degree program.
2. Describe how assessment will be administered in the department/program.
3. List the intended student learning outcomes for the degree program.
 - a. What should students know or be able to do if they complete the degree program?
4. Map the curriculum onto the student learning outcomes.
 - a. Where are the students learning the intended program outcomes?
 - b. Where will the students learn the intended program outcomes?
5. Identify the questions the department wants to ask about the student learning outcomes and how the questions will be answered using direct and indirect assessment evidence.
 - a. Are the students learning what you want them to learn?
 - b. How will you know that your students are learning what you want them to learn?
 - c. What information will you collect to better understand student learning in the program?

For resources, please see the Learning Outcomes Assessment [website](#), attend a [workshop](#), or send an inquiry to learningoutcomes@illinois.edu. For immediate assistance, please contact Staci Provezis, Associate Provost for Academic Effectiveness, at sprovez2@illinois.edu or Linell Edwards, Coordinator for Assessment and Evaluation, at lde2018@illinois.edu.

Step 1: Program Information

1. Degree program information:
 - a. School or College:
 - b. Classification: Undergraduate, Graduate, or Joint (i.e., both undergraduate and graduate)
 - c. Program Name:
 - d. Degree Type:
 - e. Program Director:
 - f. Program Director's Email Address:
2. Has the program been active for **more than three years**?
 - a. Yes
 - b. No



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Step 2: Assessment Administration

3. Who will lead the assessment work for AY 2020-2021? (*Identify an individual who will coordinate the implementation of the plan. This individual will receive learning outcomes assessment communications from the Provost' Office and Council for Learning Outcomes Assessment (C-LOA) and will be responsible for forwarding these communications to faculty and staff involved in the assessment work for the program.*)
 - a. Name:
 - b. Title:
 - c. Email Address:
4. All of the learning outcomes assessment material for your program will be accessible through **Box**. Only faculty and staff permitted to the folder will be able to view its contents. If you would like to grant access to anyone else, **please list their email address below**. If more than one, use a comma to separate email addresses.
5. 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*).
6. 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 3: Student Learning Outcomes

7. Please **list** the program's student learning outcomes.
 - a. Look to the [campus student learning outcomes](#) as a resource for program-level 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. Not all campus learning outcomes need to be present in the program outcomes, and a program may have more than one outcome under a campus outcome.
 - b. 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 3 to 5 learning goals.



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Step 4: Curriculum Map

8. A curriculum map must be included with the program's assessment plan. Please download and complete the appropriate template: ([Undergraduate Curriculum Map Template](#) | [Graduate Curriculum Map Template](#)).

 - a. **Learning Outcomes** – Enter the program learning outcomes identified in the assessment plan on the top row of the chart. Feel free to add columns if the degree program has more than five learning goals.
 - b. **Program Courses/Experiences/Requirements (Milestones)/Research, Teaching, Service 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/thesis/research proposal, and dissertation/thesis/research defense, and so on should be included.
 - c. Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
 - i. May indicate with an X
 - ii. Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric
 - d. 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.

9. You will be instructed to **upload** the curriculum map for your program.

Please use the following file name convention: [School/College]_[Degree Program]_[Degree Type]_Curriculum Map.

Step 5: Assessment Planning

10. What questions, issues, or concerns about student learning in the degree program do you want to address? (*Looking at your program's student learning outcomes write **at least three questions** you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes.*)

Please provide the following information for **each question**:

- a. **Question:** *What question do you have about student learning at the program level?*
- b. **Student Learning Outcome(s):** *What program level student learning outcome(s) is/are associated with this question?*
- c. **Sources/Methods for acquiring evidence:** *What are your sources of evidence?*
- d. **Timeline:** *What academic year do you plan to explore this question?*