**Comprehensive Assessment Plan**

# Program Level: Student Learning Outcomes

SLOs: List three to five specific and measurable statements about what students will be able to do at the completion of a program.

|  |  |
| --- | --- |
| **SLO 1** | Students will be able to... |
| **SLO 2** | Students will be able to... |
| **SLO 3** | Students will be able to... |
| **SLO 4** | Students will be able to... |
| **SLO 5** | Students will be able to... |

# Course Level: Course Learning Outcomes

CLOs: Courses should have two to three learning outcomes (CLOs) for students that relate to the SLOs for the program. CLOs help instructors determine which concepts and skills covered in the course contribute to the program’s SLOs.

**Course 1: [Course title, subject, number]**

|  |  |
| --- | --- |
| **CLO 1** |  |
| **CLO 2** |  |
| **CLO 3** |  |

**Course 2: [Course title, subject, number]**

|  |  |
| --- | --- |
| **CLO 1** |  |
| **CLO 2** |  |
| **CLO 3** |  |

**Course 3: [Course title, subject, number]**

|  |  |
| --- | --- |
| **CLO 1** |  |
| **CLO 2** |  |
| **CLO 3** |  |

**\*Add more courses/tables as needed**

# CLO and SLO Matrix

For each course, determine where the CLOs and SLOs align. Mark an X where a CLO helps students achieve the knowledge, skills, and abilities in an SLO (Copy and paste the current table to add additional courses.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE 1** | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 4** |
| **CLO 1** |  |  |  |  |  |
| **CLO 2** |  |  |  |  |  |
| **CLO 3** |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE 2** | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 4** |
| **CLO 1** |  |  |  |  |  |
| **CLO 2** |  |  |  |  |  |
| **CLO 3** |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE 3** | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 4** |
| **CLO 1** |  |  |  |  |  |
| **CLO 2** |  |  |  |  |  |
| **CLO 3** |  |  |  |  |  |
|  |  |  |  |  |  |

# Curriculum Mapping

Curriculum maps help organize academic programs by demonstrating which courses introduce and reinforce SLOs, and which courses indicate mastery and where assessment occurs. The matrix below can be used to organize your academic assessments. All the courses in the major/minor should be listed in the curriculum map.

In the matrix, you should indicate where a course Introduces (I), Reinforces (R), or Masters (M) skills and abilities outlined in the SLOS, and whether that course is an Assessment (A) course. Review an example [here](https://hscollege-my.sharepoint.com/:w:/g/personal/resmith_hsc_edu/ESgxyf6p41FDoNefyPQS78IB8ZpfvOkeHdmmLX7YVxHNDg?e=LPNLDu).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Student Learning Outcomes** | | | |
| **Courses** | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** |
| Course 111 |  |  |  |  |
| Course 222 |  |  |  |  |
| Course 333 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Assessment

For each course that is designated as an assessment course in the curriculum map above, use the table below to provide details about each assessment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Measure** | **SLOs Assessed** | **Frequency** | **Type** | **Data Collection** | **Expected Performance Targets** |
| **State the Assignment, the Course, and the method of measurement (rubric, etc.)** | **List the related SLO(s).** | **State how often the course is offered AND how often assessment data are collected.** | **State whether this is a direct or indirect measure.** | **State how data is collected for this measure (course embedded, external assessment).** | **State the desired or expected student performance targets for this assessment measure.** |
| **Example**:  Primary Document Analyses;  HIST 101, 201, 206, 208, 210, and 225;  Scored using a 4-point, primary document rubric | History majors critically analyze and evaluate primary sources. | HIST 101, 201, and 225 offered every fall.  HIST 206 and 210 offered every spring.  HIST 208 offered spring of odd years.  Assessment data collected each time each course is offered. | Direct Measure | Course Embedded | All students should average a score of 3 or higher for the overall score, and for each component:   1. Selecting appropriate texts, 2. Placing sources in context, 3. Reconciling conflicting evidence, 4. And correctly interpreting sources. |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

* **Provide additional relevant details and course context about each assignment and method of measurement listed in the table above. Include the rubric (or components of the rubric related to the SLOs) as well. A reviewer from outside of your department should understand how the assignment relates to the course and why the assignment was used for assessment of the SLO.**