

Examples of Student Learning Outcomes Assessment Plans

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THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE of INSTITUTIONAL RESEARCH and ASSESSMENT



EXAMPLE – Undergraduate Program Student Learning Outcomes Assessment Plan

Last Updated: May 2017

School: College of Arts & Sciences Department: Curriculum in Archaeology

Degree/Major: BA in Archaeology Contact Person Name, email

Mission of the Program

The mission of the Curriculum in Archaeology is to expose students to a variety of scientific approaches that cross-cut disciplinary boundaries and the application of diverse research methods to a variety of cultural and geographic contexts. The BA in Archaeology is designed to enable students to critically study and analyze the ancient world, recover, document, and analyze ancient material culture, use theoretical frameworks for interpreting archaeological contexts, and create coherent and well-supported narratives about the past.

Responsibility for Assessing Outcomes and Reviewing Results: *Committee or faculty responsible for reviewing results of student learning assessments and making recommendations or decisions about program improvements based on the findings*

Since this is a small program, the Chair, the Director of Undergraduate Studies and another faculty member meet throughout the year to review assessment results on the program.

Plan for Assessing Student Learning Outcomes for Majors in This Program – *What students should know and be able to do upon completion of the program. Add rows as needed.*

Expected Student Learning Outcomes	Assessment Methods To Be Used	Performance Target	Implementation Schedule (Annually, or the specific years the assessments will be conducted.)
Students will demonstrate knowledge of the basic principles of archaeological reasoning (the ability to analyze ancient material culture and archaeological contexts) and appropriate skills of archaeological exposition.	Course-embedded testing and evaluation of research or term papers. Final examinations and term or research papers for Logic of Archaeological Inference Courses CLAR 411 (Archaeological Field Methods), ANTH 220 (Principles of Archeology) and ANTH 291 (Archaeological Theory and Practice) of Archaeology majors will be compiled and retained by the Curriculum Advisor and reviewed and evaluated using a rubric every fourth year by a committee of three, including the Curriculum Advisor, chosen by the curriculum chair.	TBA	Spring 2017, 2020

Students will demonstrate the ability to utilize both data sets and theoretical frameworks for interpreting and reconstructing long-term human history, demonstrating appropriate skills of archaeological exposition.	Course-embedded testing and instructor evaluations of student work. Final examinations and term or research papers of all majors in all appropriate (and offered) courses numbered 400 or higher (in comparative, topical, or long-term historical areas) will be compiled and retained by the Curriculum Advisor and reviewed and evaluated using a rubric every fourth year by a committee of three, including the Curriculum Advisor, to be chosen by the curriculum chair.	TBA	Spring 2018, 2021
Students will demonstrate the ability to recover and document a variety of forms of material culture and archaeological contexts.	Course-embedded testing and evaluation of research or term papers. Final examinations, research papers, journals, and/or instructor evaluations of all majors in all archaeological Practice courses (Laboratory Methods and Field Schools) will be compiled and retained by the Curriculum Advisor and reviewed and evaluated using a rubric every fourth year by a committee of three, including the Curriculum Advisor, to be chosen by the curriculum chair.	TBA	Spring 2019, 2022

*Enter if a target has been established. The target can be chosen after the rubric or other assessment mechanism is fully designed and ready to be used. The specific target chosen and whether it was met must be included in the annual assessment report

Program Goals Monitored and Alignment with University Plans and Priorities. Metrics the program tracks to evaluate other aspects of academic program quality besides student learning, such as diversity, equity, and inclusion; graduation rates, time-to-degree, faculty-student ratio, etc. (add rows as needed)			
Program Goals	Aligned with: Carolina Next Strategic Plan Initiatives (see list), college or school strategic plans, or department needs.	Methods to be Used to Assess Whether Goals are Being Achieve	Performance Target
Increase percentage of graduates who studied abroad	Strategic Initiative 7 - Globalize	Department Profile Reports from OIRA.	60% of graduates have studied abroad
Increase percentage of graduates who completed an honors thesis	Strategic Initiative 2 - Strengthen student success	Department Profile Reports from OIRA.	30% of graduates have completed an honors thesis.



EXAMPLE – Master’s Program

Student Learning Outcomes Assessment Plan

Last Updated: May 2017

School: College of Arts & Sciences Department: American Studies

Degree/Major: MA in Folklore Contact Person Name, email

Mission of the Program

Founded with an eye to regional study, and deeply integrated with the University’s long-standing focus on the South, the mission of the MA in Folklore is to maintain UNC’s commitment to the study of regional folklife. This commitment, however, in no way limits our vision. Students and faculty still do much of their fieldwork in the South, with recent theses on pimento cheese, the different ways several generations of a Tennessee family engage in the performance of Country music, the verbal and visual artistry of homeless men in Chapel Hill, the re-emergence of women’s roller derby, the memories of place that sustain the African American community in Natchez, and a multi-ethnic low-rider car club near Greensboro. Other students have found it productive to work on topics as varied and far-flung as the artistry of master-level science fiction costumers in Boston, the folksong revival in Albanian-speaking communities in Southern Italy, and the practice of contemporary shamans in Siberia.

Responsibility for Assessing Outcomes and Reviewing Results: *Committee or faculty responsible for reviewing results of student learning assessments and making recommendations or decisions about program improvements based on the findings.*

The Graduate Studies Committee reviews results from assessments on an annual basis and makes recommendation to the faculty for changes to the curriculum.

Plan for Assessing Student Learning Outcomes for Majors in This Program – *What students should know and be able to do upon completion of the program. Add rows as needed.*

Expected Student Learning Outcomes	Assessment Methods To Be Used	Performance Target	Implementation Schedule <i>(Annually, or the specific years the assessments will be conducted.)</i>
1. Discuss and critically assess contemporary and historically important theories and concepts for the study of traditional and vernacular cultures.	We assess students’ mastery of disciplinary theory by their performance on the required comprehensive exam substitute, the Critical Literature Review, as reported by the chair of each student’s thesis committee and aggregated for review by the faculty.	80% pass rate	Annually

2. Demonstrate the ability to think creatively and critically in approaching specific research topics in folklore.	We assess the students' ability to complete high quality research within the discipline by their completion of a well-researched and well-argued MA thesis, reviewed and approved by their three-person thesis committee and aggregated across	80% pass rate	Annually
	the program for faculty review. Our requirements specify a text roughly the length of an article for a scholarly journal, 45-60 pages. We note that in some ways it is actually more difficult for students at this level to condense their work into an article-length piece than to construct the traditional longer, more loosely-argued thesis, but want to encourage students to devote the additional effort so as to create work that it should be relatively easier for them to revise for publication.		
3. Demonstrate facility with appropriate research methods (including research design, data interpretation, and collaboration with communities) in their chosen area of folklore.	We assess students' command of research methods by their performance on the final project in the required core course in ethnographic methods, as reported by the instructor of that course.	90% of final projects rated as High Pass or Pass	Annually
4. Demonstrate facility with appropriate methods for dissemination of knowledge about folklore to the general public.	We assess students' facility in sharing knowledge publicly by rating the quality of their presentations in the year-end departmental colloquium, at which each year's cohort presents their MA thesis research, and by their presentations at national conferences.	90% of colloquium presentations will be rated as High Pass or Pass	Annually
5. Demonstrate the empirical, methodological, and theoretical grounding, along with professional skills, needed for successful pursuit of career choices.	Administration of a questionnaire to students who had completed our program during the past five years, asking what jobs they had currently and recently held, how they employed the knowledge and skills they had gained in the program, and how they would like to see the program change to better serve future students.		Periodically

Program Goals Monitored and Alignment with University Plans and Priorities. <i>Metrics the program tracks to evaluate other aspects of academic program quality besides student learning, such as diversity, equity, and inclusion; graduation rates, time-to-degree, faculty-student ratio, etc. (add rows as needed)</i>			
Program Goals	Aligned with: Carolina Next Strategic Plan Initiatives (see list), college or school strategic plans, or department needs.	Methods to be Used to Assess Whether Goals are Being Achieved	Performance Target
Increase funding available for student travel to collect research data	Strategic Initiative #4: Discover Strategic Initiative #2: Student Success	Annual budget review	TBA
Increase student engagement in interdisciplinary initiatives such as Southern Futures and Carolina 100.	Strategic Initiative #6: Serve to Benefit Society	Annual review of student achievements.	TBA



EXAMPLE – Doctoral Program Outcomes Assessment Plan

Last Updated: June 2017

School: School of XXXX Department: XXXX

Degree/Major: PhD in XXXX (including non-terminal MS) Contact Person Name, email

Mission of the Program

The mission of the graduate program in the Department of XXXX is to provide students with a broad knowledge base within the discipline, to develop critical thinking skills when approaching problems, and to design and execute novel and significant research in this field. We train students for employment as academic teachers and researchers and as practitioners in industry, government, and non-profit organizations.

Responsibility for Assessing Outcomes and Reviewing Results: *Committee or faculty responsible for reviewing results of student learning assessments and making recommendations or decisions about program improvements based on the findings.*

The Graduate Studies Committee (GSC) reviews and discusses the program-level results from each assessment compiled and presented by the Director of Graduate Studies (DGS) annually. They make note of strengths and weaknesses observed in the results, and use it as a basis for making recommendations to the faculty and chair regarding improvements to the curriculum, student support, and other aspects of the program to promote student completion.

Plan for Assessing Student Learning Outcomes for Majors in this Program: *What students should know and be able to do upon completion of the program.*

Expected Student Learning Outcomes	Assessment Methods To Be Used	Performance Target	Implementation Schedule (Annually, or the specific years the assessments will be conducted.)
Knowledge Base and Research Methods for the Discipline. Demonstrate mastery of major concepts, theoretical perspectives, empirical findings and historical trends in the discipline, as well as basic and specific research methodology for this discipline.	Analysis of passing rates on the following portions of the doctoral Comprehensive Written Exam: 1. Knowledge Base 2. Research Methodology Each student's assigned faculty committee administers and grades the exams; results are aggregated across the program for review by the GSC.	1. At least 80% pass on the first attempt. 2. At least 80% pass on the first attempt.	Annually

Teaching Skills (for those seeking a faculty position). Demonstrate effective college-level teaching skills.	<ol style="list-style-type: none"> 1. Analysis of student course evaluation results aggregated across the program 2. Supervising instructors' evaluation reports Results aggregated across the program for review by the GSC. 	<ol style="list-style-type: none"> 1. Average student course evaluation ratings on Overall item of > 3.5 on 6-point scale; 2. Average supervisor evaluations of 4.0 on a 5-point scale. 	<ol style="list-style-type: none"> 1. Annually 2. Annually
Application of Advanced Knowledge and Research Methods. Apply advanced knowledge and skills of the research methods of this discipline in the completion of a significant research project in this field.	Analysis of passing rates on Report of the Final Dissertation. Results are aggregated across the program for review by the Graduate Studies Committee.	At least 90% will be rated as acceptable on the first attempt	Annually
Professional Skills. Effectively disseminate research results in oral and written form.	<ol style="list-style-type: none"> 1. Analysis of passing rates on the Final Oral Examination in defense of the dissertation 2. Publications in peer-reviewed journals 3. Presentation of research results at professional conferences. 	<ol style="list-style-type: none"> 1. At least 90% will be rated as acceptable on the first attempt 2. 90% will have at least one publication in a peer reviewed journal by graduation 3. 95% will have at least one professional conference presentation by graduation 	<ol style="list-style-type: none"> 1. Annually 2. Spring 2017, 2019 3. Spring 2017, 2019
Job Placement. Obtain an appropriate academic or research position in this field or a post-doctoral appointment.	Analysis of database indicating the first job held by each graduate and their subsequent job placements, where available.	At least 80% obtain an academic or research position, or a post-doc appointment within 6 months of graduation.	Spring 2018, 2020

Program Goals Monitored and Alignment with University Plans and Priorities. *Metrics the program tracks to evaluate other aspects of academic program quality besides student learning, such as diversity, equity, and inclusion; graduation rates, time-to-degree, faculty-student ratio, etc. (add rows as needed)*

Program Goals	Aligned with: Carolina Next Strategic Plan Initiatives (see list), college or school strategic plans, or department needs.	Methods to be Used to Assess Whether Goals are Being Achieved	Performance Target
Retain students through completion of the PhD	Strategic Initiative 2 strengthen student success	Analysis of student enrollment records	Attrition rate of less than 10% for each cohort.
Student will move through the program at an efficient pace.	Strategic Initiative 2 strengthen student success	Analysis of student records	Average time-to-degree (entry to PhD) of less than 6 yrs for graduating students