

Program Assessment Plan Example

Program: M.A. Leadership & Organizational Development
Department: School for Professional Studies
College/School: School for Professional Studies
Date: July 2018
Primary Assessment Contact: Dr. Steve Winton

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	Utilize contemporary leadership and organizational development theories as a foundation to develop interventions and practices in organizational settings.	ORLD 5000, ORLD 5010, ORLD 5100, ORLD 5150, ORLD 5350, 5960-5962	<ol style="list-style-type: none"> A formative assessment survey will be completed by each instructor at end of course. This will inquire about specific artifacts created in class and will assess competency in this area and potential opportunities for improvement. Exit survey completed by students at end of degree. Capstone projects completed in 5961-5963. Specifically, summative assessments completed on each student at the end of ORLD 5963. 	Every other year, typically in the spring. In the year following a given change, program directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.
2	Demonstrate the capacity to make ethical, evidence-based decisions	ORLD 5050, Applied Methods, Stats, 5960-5962	1. A formative assessment survey will be completed by each instructor at end	Every other year, typically in the spring. In the year following a given change,

	within the workplace.		<p>of course. This will inquire about specific artifacts created in class and will assess competency in this area and potential opportunities for improvement.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. Capstone projects completed in 5961-5963. Specifically, summative assessments completed on each student at the end of ORLD 5963.</p>	<p>program directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>
3	Apply leadership competencies within team and organizational contexts.	ORLD 5100, ORLD 5150, ORLD 5250, ORLD 5350, ORLD 5550, ORLD 5650, ORLD 5960-5962	<p>1. A formative assessment survey will be completed by each instructor at end of course. This will inquire about specific artifacts created in class and will assess competency in this area and potential opportunities for improvement.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. Capstone projects completed in 5961-5963. Specifically, summative assessments completed on each student at the end of ORLD 5963.</p>	<p>Every other year, typically in the spring. In the year following a given change, program directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>
4	Utilize an organizational development (OD) approach to promote collaborative learning, initiate and manage positive change, and make a sustainable impact on their work environment.	ORLD 5250, ORLD 5450, ORLD 5550, ORLD 5650, ORLD 5960-5962	<p>1. A formative assessment survey will be completed by each instructor at end of course. This will inquire about specific artifacts created in class and will assess competency in this area and potential opportunities for improvement.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. Capstone projects completed in 5961-5963. Specifically, summative assessments completed on each student at the end of ORLD 5963.</p>	<p>Every other year, typically in the spring. In the year following a given change, program directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Objectives 1 and 3 will be assessed in odd years, with follow-up assessment of changes conducted in even years. Objectives 2 and 4 will be assessed in even years, with follow-up assessment of changes conducted in odd years.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Program faculty were involved in the development of the courses and their application to each program learning outcome, though the bulk of the burden has fallen to full-time, as opposed to adjunct, faculty. In addition, both full-time faculty and adjunct faculty have been highly invested in ensuring capstone projects meet program learning objectives and enhancing their courses so they better meet program learning outcomes.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

This plan will be reviewed annually to ensure it continues to meet the program's needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed, but this alteration will be temporary rather than permanent. As SPS programs continually evolve to meet changing market needs, this assessment plan is to be considered dynamic and subject to change as the program evolves and new programs are offered.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.