|  |
| --- |
| **Enter College:** **Enter Department/Program:**  |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| Enter mission statement |

**[Guide: The mission statement articulates the essential nature of the program, its values and its purpose. This serves as a guide for teaching and learning in the program. The mission statement for a program should be in keeping with the mission of the university while addressing the needs of the program. The mission statement should be concise and written to inspire the faculty and students. ]**

**Mission Statement Example:**

The mission of the Department of Communicative Disorders and Deaf Studies is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.

|  |
| --- |
| Goals and Student Learning Outcomes |
| *Note: There are no set number of goals and outcomes. You may indicate as few or as many goals and outcomes as needed but it is recommended that your student learning outcomes not be too numerous so that all of them can be measured within one assessment cycle.*  |
| Enter Goals (1, 2, 3, etc.) and Student Learning Outcomes (1, 2, 3, etc.) |

**[Guide: Goals are general statements supporting the mission but are specific to a discipline. These statements give specificity to a program and serve as a guide to long-term directions for student learning. The major distinction between goals and student learning outcomes is that goals may contain verbs such as appreciate, understand, and value since these are all worthy aspirations but cannot be measured directly. Student learning outcomes clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire in the program. Student learning outcomes** **must contain measurable verbs such as describe, identify, discuss, infer, apply, prepare, compare, analyze, distinguish, arrange, summarize, assess, contrast, and evaluate. See Bloom’s Taxonomy action verbs at http://www.fresnostate.edu/academics/oie/assessment/index.html under “Training and Assistance” for additional examples.]**

**Goals and Student Learning Outcomes Example:**

**Goal 1: Knowledge**

Students will gain in-depth knowledge about family science through the study of theoretical perspectives and scientific research on families.

**Student Learning Outcomes**: Graduates will be able to:

1.1 Compare and contrast major theories on family relationships.

1.2 Analyze the strengths and limitations of each of the major theoretical perspectives in human development and family science.

1.3 Discuss research methods used to create knowledge about families, and analyze the strengths of limitations of those various research methods in the field of family science.

1.4 Explain the influence of the broad societal context (e.g., culture, economy, and policies) on families.

|  |
| --- |
| Curriculum Map (Matrix of Courses X Learning Outcomes) |
| Enter curriculum map |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are reinforced, which are emphasized, and which are mastered in that particular course.

| **I = Introduced** | **R = Reinforced** | **E=Emphasized** | **M=Mastered** |
| --- | --- | --- | --- |

Example:

|  | SLO1.1 | SLO1.2 | SLO2.1 | SLO2.2 | SLO2.3 | SLO3.1 | SLO3.2 | SLO4.1 | SLO4.2 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Soc 1 | I | I | I |  |  | I | I |  |  |
| Soc 3 |  |  |  | I | I |  |  | I | I |
| Soc 8 | R |  | R |  | R |  | R | R |  |
| Soc 11 |  |  |  |  |  | R |  |  | R |
| Soc 15 |  | R |  | R |  |  |  |  |  |
| Soc 21 | E | E | E |  |  | E | E |  |  |
| Soc 103 | E | E | E | E | E |  |  |  |  |
| Soc 115S |  |  |  |  |  |  |  | E | E |
| Soc 120 | E | E | E |  |  | E | E |  |  |
| Soc 130 | E | E | E | E | E |  |  |  |  |
| Soc 145 | E | E | E |  |  | E | E |  |  |
| Soc 170 | E | E | E | E | E |  |  |  |  |
| Soc 173 |  |  |  | E | E | E | E |  |  |
| Soc 180S |  |  |  |  |  |  |  | M | M |
| Soc 190 | M | M | M | M | M | M | M |  |  |

|  |
| --- |
| Assessment Methods |
| * 1. **Direct Measures: (A minimum of three are required.)**
 |
| * + 1. Enter Direct Measure
 |
| * + 1. Enter Direct Measure
 |
| * + 1. Enter Direct Measure
 |
| * 1. **Indirect Measure(s): (Departments are required to have one indirect measure. Examples of indirect measures are senior exit surveys, a focus group, written reflections by students, and of course alumni surveys which departments may choose to conduct.)**
 |
| * + 1. Enter Indirect Measure
 |

**[Guide: Direct measures must be obtained by measuring individual student performance on a given learning outcome. Direct measures include scores on examination questions aimed at particular learning outcomes, or scores obtained using rubrics for performances, projects, theses, etc.**

* **If you choose to base your assessment in part on culminating experiences or portfolios, be explicit in explaining how the products of these activities will be analyzed.**
* **Measures (assignments) must be able to indicate how a student performed on each learning outcome they are being used to measure.**
* **The description of the direct measures should clarify how they are aligned with the stated learning outcome(s).**
* **Explain how the student work will be evaluated consistently across time (such as using a scoring rubric) as well as how the department defines having met the student learning outcome(s). Any rubrics that have been developed should be attached as an appendix to the SOAP.**
* **Benchmarks should be established that define department expectations which could include what percentage of students are expected to meet each student learning outcome or a target average score for the outcome.**

**Indirect measures include opinion surveys and instruments that gather self-reports and/or third-party reports of student knowledge.]**

**Assessment Methods Example 1:**

**Direct Measure:**

**Outcome 1.1** Students will have the ability to describe and synthesize the methods to

manage plants for optimal agricultural productivity with minimal negative environmental

impact.

**Method 1:** Plant 100 Crop Reports. In Plant 100-Aspects of Crop Productivity, students write a crop report term paper. This is a core course required of all majors. In this term paper, students select an important crop grown in the San Joaquin Valley and describe the phenological development of the crop, describe the physiology of the crop and discuss important management interventions to improve the productivity of the crop. Papers will be evaluated and scored using a rubric (attached) as advanced (4), competent (3), developing (2) or elementary (1) based on the ability to describe and synthesize the methods to manage plants for optimal agricultural productivity with minimal negative environmental impact.

A mean score on the rubric of ≥3 (competent) is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

**Assessment Methods Example 2:**

**Direct Measure:**

Psych 144 Research Papers – All students write an APA style empirical research report in Psych 144. Samples of these will be evaluated according to a rubric to assess several of our methodology, critical thinking, and writing outcomes (Outcomes 2.1, 2.2, 2.3, 2.4 and 4.3).

For each outcome evaluated on the rubric, a score of 4 on a 5 point scale will define having met the learning outcome. The department expects a mean score for each outcome >4.0 when all student scores are averaged.

|  |
| --- |
| Student Learning Outcomes X Assessment Methods Matrix |
| Enter Assessment Methods Matrix/Table |

**[Guide: SOAPs should include a matrix that shows linkages between learning outcomes and the methods designed to measure performance on those outcomes. All learning outcomes should be associated with at least one method that will be used to measure student performance.]**

|  | SLO1.1 | SLO1.2 | SLO2.1 | SLO3.1 | SLO3.2 |
| --- | --- | --- | --- | --- | --- |
| Short Answer Questions on Exams | X | X |  |  |  |
| Homework  |  |  |  |  |  |
| Quantitative Reasoning Problem Sets | X |  |  |  |  |
| Essays | X |  |  | X | X |
| Presentations |  | X | X |  |  |
| Senior Exit Surveys |  |  | X | X | X |
| Focus Groups | X | X |  |  |  |

|  |
| --- |
| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**
 |
| Year 20xx to 20xx |
| Method 1:Method 2 (if applicable): |
| Year 20xx to 20xx |
| Method 1:Method 2 (if applicable): |
| Year 20xx to 20xx |
| Method 1:Method 2 (if applicable): |

**[Guide: SOAPs should include a simple, concise timeline that states when each assessment method will be carried out. Be specific about the year. Rather than Year 1, Year 2, use AY 2012-13, AY 2013-14, etc.]**

|  |
| --- |
| Process for Closing the Loop |
| Enter process for closing the loop |

**[Guide: Closing the loop refers to using the findings for improvement of curricula, instruction or programs. This is the primary reason for doing assessment. This section should explain the process the program will use for reflecting on the assessment results and deciding what changes, if any, will be made based on the assessment results.]**

**Process for Closing the Loop Example:**

In the Department of Psychology, we have an Undergraduate Committee responsible for monitoring the undergraduate program, suggesting curriculum and other catalog changes, and reviewing changes proposed by others. The Chair of this committee is also the Assessment Coordinator.

The members of the Undergraduate Committee are responsible for designing and carrying out assessment activities with the help of the entire faculty as needed. The Undergraduate Committee also analyzes the resulting data and suggests changes to the program as necessary. Assessment data and suggested program changes are presented to the entire faculty in the monthly faculty meeting, and the entire faculty decides whether to implement any changes (and they are also free to suggest their own changes).