



UML Program Curriculum & Learning Assessment Summary- Graduate Programs

Department/Program Information

Department:

Graduate degrees/program(s) and options/concentrations addressed in this summary*:

**If different approaches are taken across the UG degree programs/concentrations/options within your department, please complete a separate summary survey for each.*

Date of summary:

(This summary should reflect activities between Fall 2016 and Spring 2018.)

Department Chair:

Person(s) filing report (if other than Chair):

Date of last departmental AQAD review, if applicable (please note the year the review was completed):

Date of last professional (re)accreditation, if applicable (please note the accreditor, the graduate program(s) reviewed, and the year the accreditation was granted):

Basic Curriculum and Assessment Information

1 Does your department have publicly available learning outcomes for graduate students?

Yes

No

If you have posted graduate learning outcomes...

1a Please indicate where graduate learning outcomes are posted, or email to assess@uml.edu.

2 Does your department have one or more "degree pathway" document(s)--a document that lays out a possible path to completion over a sequence of semesters--for graduate students?

Yes

No

If you have a "degree pathway" document...

2a Please indicate where graduate degree pathway documents are posted, or email to assess@uml.edu.

3 Does your department have a current graduate curriculum map or maps for graduate programs?

(A curriculum map is simply a publicly shared, written plan showing how the courses you require students to take allow students to progress toward the relevant learning outcomes—program, Core, etc.)

Yes

No

If you have a curriculum map...

3a Please indicate where graduate curriculum maps are posted, or email to assess@uml.edu.

4 For your department, indicate the percentage of graduate **courses** for which program-, core- and/or course-level student learning outcomes are explicitly stated on the syllabus.

- 0%
 - 1-50%
 - 51-80%
 - 81-99%
 - 100%
-

5 Did your department engage in any learning assessment activity relating to the graduate curriculum since Fall 2016?

- Yes
 - I'm not sure
 - No
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If you answered "No"...

5a If your department did not engage in assessment activity related to the graduate curriculum during this period, please explain what assistance you need in order to move ahead with graduate learning outcomes assessment.

Help is available; assessment can be designed to fit your department's interests, time, and resources.

Assessment Activity and Process with Brief Summary

6 What best describes the graduate program-level learning assessment activities that took place for the academic period under consideration? (Check all that apply.)

- Create/modify/discuss program learning assessment procedures (e.g. outcomes, plans for collecting student work or surveys, or rubric)
 - Collect/evaluate student work/performance to determine their level of achievement
 - Collect/analyze student self-reports of learning achievement via surveys, interview, focus groups, etc.
 - Use assessment results to make programmatic decisions (e.g. change course content or pedagogy, design new course, impact hiring plans)
 - Investigate curriculum coherence (e.g. evaluate how well courses address the learning outcomes, course sequencing, effect of pre-requisites on achievement, building curriculum maps)
 - Investigate other pressing issue(s) related to student learning achievement for the program (please explain in your summary, below)
 - Other (please describe): _____
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7a What types of **direct** evidence of graduate student learning did the department/program use as part of the assessment activities checked in question 6? (Check all that apply)

- Artistic expression/display/performance
 - Assignment/exam/paper completed as part of regular coursework and used for program-level assessment
 - Capstone work product (e.g. written project or non-thesis paper)
 - Exam created by an external organization (e.g. licensure exam (please specify)

 - Exit exam created by the program/department
 - Oral performance (oral presentation, conference presentation)
 - Portfolio of student work
 - Student publication, grant proposal, or other work with a specific external audience
 - Qualifying or comprehensive exam for program-level assessment in addition to individual student evaluation
 - Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements)
 - Thesis or dissertation used for program-level assessment in addition to individual student evaluation
 - Other 1: _____
 - Other 2: _____
 - None
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7b What types of **indirect** evidence of graduate student learning did the department/program use as part of the assessment activities checked in question 6? (Check all that apply.)

- Alumni survey that contains self-reports of learning outcome achievement/preparation
- Employer meeting/survey/interview about student learning outcome achievement
- Interviews or focus groups that contain self-reports of learning outcome achievement
- Student reflection (essay, portfolio, self-assessment) of their learning outcome achievement
- Student survey that contains self-reports of learning outcome achievement
- Other 1: _____
- Other 2: _____
- None

If you gathered evidence, either direct, indirect, or both...

7c Indicate the number of graduate students from whom you gathered evidence (direct or indirect) that was assessed.

If you gathered evidence, either direct, indirect, or both...

7d Estimate the **percentage** of graduate students in the program/department from whom you gathered evidence (direct or indirect) that was assessed.

8 Who interpreted or analyzed the evidence that was collected? (Check all that apply.)

- Course instructor(s) assessed evidence from their own students
 - Standing faculty committee
 - Ad hoc faculty group
 - Department chairperson
 - Persons or organization outside UML
 - Students
 - Dean or administrator
 - Other: _____
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9 How did they evaluate, analyze, or interpret the evidence? (Check all that apply.)

- Used a rubric or scoring guide
 - Scored exams/tests/quizzes
 - Used professional judgment (no rubric or scoring guide used)
 - Compiled survey results
 - Used qualitative methods on interview, focus group, or open-ended response data
 - External organization/person analyzed data (e.g. licensing exam)
 - Other: _____
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10 Briefly explain the assessment activities for this period related to the graduate curriculum. Who decided what would be assessed? What outcomes were studied? What approach was taken?

Assessment Results and Use of Results

11 Briefly summarize the results of the assessment activities noted above. (For example, report the percent of students who achieved satisfactory levels on each outcome studied, or describe trends or themes that emerged from the assessment of graduate student work.)

12 What best describes how the program/department used the results? (Check all that apply.)

- Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.)
 - Curriculum changes (new degree requirements or other structural changes beyond the course level)
 - Personnel or resource allocation changes
 - Program policy changes (e.g. admissions requirements, grade requirements, course evaluation changes)
 - Student support/student experience changes (e.g. advising, co-curricular experiences, program website, handbook, events, workshops, etc.)
 - Celebration of student success
 - Results indicated no action needed because student work met expectations
 - Use is pending (typical reasons: insufficient amount of evidence, evidence not yet interpreted or evaluated, decision about how to go forward is ongoing)
 - Other: _____
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13 Briefly describe how the program used the results. What changes were made based on the use of learning outcomes data/evidence? What plans do you have to evaluate the effectiveness of changes?

14 Beyond the results described in question 11, did assessment activity lead to additional conclusions or discoveries? This might include insights about assessment procedures, teaching and learning, and achievements in program assessment in this reporting period.

15 With whom did you share the results of your assessment activities?

- Shared among department faculty
- Shared across the college
- Shared with students
- Shared with parents
- Shared on website or social media
- Shared with professional colleagues outside UML (at conference, etc.)
- Shared with professional accreditors
- Shared with advisory board or other external stakeholders
- Shared with others at UML: _____

End of Summary – Thank you!