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UNIVERSITY OF KENTUCKY PROGRAM ASSESSMENT PLAN
Requirements, Template, and Example

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Requirements

1. *Submit with New Program Proposal*
   a. *Programs are encouraged to consult with the Office of University Assessment.*
   b. *Contact information* institutionaleffectiveness@uky.edu
2. *Send copy of Assessment Plan to the Office of University Assessment*
3. *Update the Program Assessment Plan every 5-7 years aligning with Program Review*

Template

1. **Introduction** [identify college, unit, and degree programs]
   1.1. Unit Mission Statement
   1.2. Basic Assessment Approach
   1.3. Definition of Key Terms [if necessary]
2. **Assessment Oversight, Resources**
   2.1. College Learning Outcomes Assessment Coordinator
   2.2. Unit Assessment Coordinator [if applicable]
   2.3. Other Assessment Resources [if applicable]
3. **Program-Level Learning Outcomes**
   3.1. Learning Outcomes by Program [focused on student performance, clearly stated, and measurable]
   3.2. Accreditation Standards/Outcomes by Program [if applicable]
4. **Curriculum Map**
5. **Assessment Methods and Measures (Formative and Summative recommended)**
   5.1. Direct Methods/Measures Preferred/Used at the Course and Program Levels
   5.2. Indirect Methods/Measures Preferred/Used at the Course and Program Levels
6. **Data Collection and Review**
   6.1. Data Collection Process/Procedures
      6.1.1. When will data be collected for each outcome?
      6.1.2. How will data be collected for each outcome?
      6.1.3. What will be the benchmark/target for each outcome?
      6.1.4. What individuals/groups will be responsible for data collection?
7. **Assessment Cycle and Data Analysis**
   7.1 Assessment Cycle [1-3 years]
      7.1.1. Includes measurement of all learning outcomes
      7.1.2. Identifies at a minimum an annual date for sharing results with faculty and planning improvement actions
   7.2. Data Analysis Process/Procedures
      7.2.1. How and will the data and findings be shared with faculty?
      7.2.2. Who was involved in analyzing the results?
      7.2.3. How are results aligned to outcomes and benchmarks/targets given?
      7.2.4. How will the data be used for making programmatic improvements?
   7.3. Data Analysis Report Process/Procedures [Unit report structure; College and Institutional report structure; Integration with Program Review; Integration with Strategic Planning process]
8. **Teaching Effectiveness**
   8.1. Identify measures of teaching effectiveness
   8.2. What efforts to improve teaching effectiveness will be pursued based on these measures?
9. **What are the plans to evaluate students' post-graduate success?**
10. **Appendices – Required...** Curriculum Maps by Program, Assessment Tools (i.e. Rubrics, Surveys, Tests, etc.), Other important materials/documentation

1. **Introduction**

   Assessment Plan for Bachelor in Arts Administration
   College of Fine Arts

   Unit Mission Statement:

   The University of Kentucky's Arts Administration Program is dedicated to teaching students how to become leaders in their field. AA is committed to meeting the needs of their students through excellence in scholarship, research and service for the Commonwealth of Kentucky and the global community.

   Basic Assessment Approach:

   Assess all outcomes within a three year cycle, using direct and indirect methods. Please see the attached Curriculum Map and Artifact Map.

   Definition of Key Terms:

   Assessment: A strategy for understanding, confirming, and improving student learning through a continuous, systematic process.

   Curriculum Map: A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program

   Learning Outcomes: Statements of learning expectations.

   Indirect Evidence: Data from which you can make inferences about learning but do not demonstrate actual learning, such as perception or comparison data. Includes, but is not limited to: surveys, focus groups, exit interviews, grades, and institutional performance indicators.

   Direct Evidence: Students show achievement of learning goals through performance of knowledge and skills. Includes, but is not limited to: capstone experiences, score gains between entry and exit, portfolios, and substantial course assignments that require performance of learning.

2. Assessment Oversight, Resources

   The program's director will act as assessment coordinator. It is the responsibility of the director to monitor the activities of assessment that occur in the program. The director will lead the assessment conversation held each fall and will write the assessment report due to the university on October 31st.

3. Program-Level Learning Outcomes

   Outcome #1: Demonstrate knowledge of aesthetic traditions and conventions, including contemporary criticism, in assessing the merit and value of artwork.

   Outcome #2: Apply marketing theories and concepts to develop audiences, promote the nonprofit arts as a valuable social sector, and develop marketing plans and strategies.

Outcome #3: Explore, analyze and problem solve major ethical and managerial issues affecting an arts organization.

Outcome #4: Show competency in the primary technologies used in the field of Arts Administration.

4. Curriculum Map

I= introduce, R = reinforce, E = emphasize

Course	SLO 1	SLO 2	SLO3	SLO 4
FA 230	I	I	-	-
FA 231	R	R	-	-
FA 232	I	I	-	-
FA 233	R	R	-	-
FA 211	I, R	I, R	-	-
AA 302	I	I	I	-
AA 305	R	R	R	I
AA 315	I	I	R	R
DSG 401	R	I	R	-
AA 426	R	E	E	R
FA 394	E	E	E	E

5. Assessment Methods and Measures

Direct Methods:

- Exams (using a detailed item analysis directly aligning to outcome 1) FA 230 and FA 233
- Written Papers in FA 211 and FA 394 – Rubric Attached
- Marketing Plan and Oral Presentation DSG 401 – Rubric being developed
- Arts Showcase AA 426 – Rubric being developed.

Indirect Methods:
- Grades
- GPA
- Matriculation Rates
- Senior Survey

6. Data Collection and Review

	Assessed	Data 1	Data 2	Data 3
Year 1	Outcome #1: Demonstrate knowledge of aesthetic traditions and conventions, including contemporary criticism, in assessing the merit and value of artwork.	• Exam • Evaluated by faculty in course using program rubric • Gathered Yearly	• Grades, GPAs and matriculation rates • Processed by program director	
	Outcome #2: Apply marketing theories and concepts to develop audiences, promote the nonprofit arts as a valuable social sector, and develop marketing plans and strategies.	• Marketing Plan • Evaluated by faculty in course using program rubric • Gathered Yearly	• Oral Presentation • Evaluated by faculty in course using program rubric • Gathered Yearly	• Grades, GPAs and matriculation rates • Processed by program director
Year 2	Outcome #3: Explore, analyze and problem solve major ethical and managerial issues affecting an arts organization.	• Written Paper • Evaluated by faculty in course • Gathered Yearly	• Grades, GPAs and matriculation rates • Processed by program director	
Year 3	Outcome #4: Show competency in the primary technologies used in the field of Arts Administration.	• AA Showcase • Evaluated by faculty in course • Gathered Yearly	• Grades, GPAs and matriculation rates • Processed by program director	

7. Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in all courses. Program faculty will be asked to maintain records of course-level assessment. Program- level assessment data will only be gathered at summative points in the curriculum.

The program will follow a three year assessment cycle, with two outcomes being assessed in year one and one outcome assessed in years two and three. Data will be gathered annually for all outcomes. All students must be evaluated for course purposes. Therefore, all student data will be gathered for the purposes of the program assessment. No samples of data will be taken for normal, regularly scheduled assessment.

Results will be analyzed and interpreted at the second faculty meeting of every academic year. Assessment reports will be completed no later than October 1st of every year and turned in to the college's assessment coordinator for review. Final reports will be sent to the university's assessment office no later than October 31st of every year.

8. Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Additionally, each course will be peer reviewed at least once a year. Each instructor will be asked to provide a self-reflection which will include areas of improvement. The

Department Chair will review the TCE results, any available peer review forms, and the self-reflection with the instructors and provide feedback to the instructor. This will occur on an annual basis.

9. What are the plans to evaluate students' post-graduate success?

Our department will look at data provided by the Alumni Survey and will work with the Office of Institutional Research to looks at other possible methods.

10. Appendices - Required

Outcome 2 will be assessed using the Critical Thinking VALUE Rubric which can be found below. The rubric for Outcome 1 and 4 is still being written. This plan will be updated upon completion of that rubric.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; http://www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; http://www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and purpose for writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and disciplinary conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Sources and evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage