

Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs

University of Kentucky

INSTRUCTIONS

The faculty of each academic program, degree or certificate, are asked to complete this plan template during the 2019-20 academic year to guide assessment of the program-level student learning outcomes (PSLOs) during the [upcoming cycle](#). Assessment plans are due to the Office of Strategic Planning & Institutional Effectiveness (OSPIE) no later than **April 15, 2020** and should be submitted to the appropriate college and program folder in [SharePoint](#).

A [Quick Start Guide and other documentation](#) as well as dates for live [training sessions](#) are provided on the OSPIE website. Training resources and session topics range from an overview of the new assessment process to principles and practice for student learning outcome assessment. Questions can be directed to [OSPIE staff](#).

Reading the Quick Start Guide prior to completing the new plan template is strongly encouraged.

ABOUT THE PROGRAM

College or School *(example: College of Arts & Sciences)*

The College of Public Health

Degree Type *(example: BA or MS)*

Graduate Certificate in Biostatistics

Program Name *(example: History)*

Biostatistics

Please provide the mission statement for the program. If one does not currently exist, provide the department or college mission statement.

To apply comprehensive health approaches to better understand and to help reduce burdens and disparities of health problems on individuals, families, and communities.

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(Optional) Include any additional information about the program's history, development, or structure that may be beneficial in understanding the curriculum and how student learning is assessed.

The courses included in this certificate will provide students with an introduction to methodological applications in public health and medical research; skills that will be necessary for completing quantitative components of research projects and attractive to future employers.

ASSESSMENT CYCLE

All programs that do not have specialized accreditation and are not located in a department/college with a specialized accreditation should follow a [4-year PSLO assessment cycle](#). Programs that have specialized accreditation(s) or are within a college that has a comprehensive accreditation can develop an alternate PSLO and periodic review cycle in consultation with OSPIE.

Which cycle will the program be using?

- 4-year cycle [\[What does this look like?\]](#)
- Other (accredited programs/departments only)

If the program has selected "other" for the assessment and periodic review cycle, please append a copy of the proposed cycle and a brief justification to this plan.

ASSESSMENT COORDINATION AND RESOURCES

Individual(s) coordinating program-level student learning outcomes assessment

First and Last Name	Title/Position	Email
Emily Slade, PhD	Director of Graduate Certificate in Biostatistics	emily.slade@uky.edu

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Other individuals providing oversight, coordination, or support for assessment

First and Last Name	Title/Position
Andrea Perkins	Director of Accreditation and Assessment

(Optional) Other utilized resources for assessment (e.g. software such as rubrics or portfolios, evaluator stipends, etc.)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Please list the program-level student learning outcomes (PSLOs). If applicable, indicate which, if any, outcomes are required by your specialized accreditor(s) [\[What is this?\]](#). Bachelor's degree programs must also indicate which outcome(s) map to the university's GCCR ([Graduation Composition & Communication Requirement](#)). The GCCR is not a requirement for certificates, graduate, or professional programs.

Space for up to 10 PSLOs has been provided below, but this does not imply that 10 outcomes are required. Program faculty should decide the appropriate number based on the design of the curriculum. Most programs have 3-8 outcomes, depending on the length of the program. If more than 10 lines are needed, either insert more lines into the table or submit a request to OSPIE@uky.edu for a template with additional lines for PSLOs.

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PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Required by Specialized Accreditor(s)?	Mapped to GCCR? <small>(Undg degrees only)</small>
1	Identify and apply appropriate statistical methods for analyzing public health and biomedical data.	<input type="checkbox"/>	<input type="checkbox"/>
2	Summarize statistical designs, including design issues and power calculations, and their applications in solving public health and biomedical problems.	<input type="checkbox"/>	<input type="checkbox"/>
3	Interpret and convey statistical findings.	<input type="checkbox"/>	<input type="checkbox"/>
4	Use technology to perform statistical procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Please provide a brief description of the process used to develop or revise current PSLOs and the extent to which program faculty were involved. If applicable, provide discussion of any attempts to align PSLOs with professional or accreditation standards, employer expectations and job skills, graduate program curricula, etc. If PSLOs are taken directly from an accreditor, discuss whether (and how) the PSLO statements were reviewed by the faculty to ensure they were comprehensive.

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CURRICULUM MAP

Please create a map of the PSLOs to the curriculum. All required courses should be included in the left-hand column, and all PSLOs should span across the remaining columns. If desired, specific elective courses or elective "tracks" can be included (recommended). The purpose of the curriculum map is to show where each PSLO is emphasized within the curriculum. The level at which each PSLO is taught within a given course should be indicated as follows: introductory (I); reinforced (R); or mastery (M). Each PSLO should have at least an instance of I, R, and M across the curriculum, with the exception of certain graduate programs where introductory knowledge is provided at the undergraduate level. For assistance in developing a curriculum map, please visit the [OSPIE website](#) or contact the [OSPIE team](#).

Required Courses	PSLO1	PSLO2	PSLO3	PSLO4
BST 600	I	I	I	I
Elective Courses	PSLO1	PSLO2	PSLO3	PSLO4
BST 655	R	R	R	R
CPH 635	R	R	R	R
CPH 713	R	R	R	R
BMI 520	R	R	R	R
BMI 633	R	R	R	R

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BMI 733	R	R	R	R
EDP 712	R	R	R	R
Selective Courses (must choose at least 2)	PSLO1	PSLO2	PSLO3	PSLO4
BST 761	M	M	M	M
CPH 631	M	M	M	M
CPH 634	M	M	M	M
CPH 636	M	M	M	M
CPH 664	M	M	M	M
CPH 718-002 / PPS 710	M	M	M	M
EPI 717	M	M	M	M

I = Introduced; indicates that students are introduced to the outcome

R = Reinforced and opportunity to practice; indicates the outcome is reinforced and students afforded opportunities to practice

M = Mastery at the senior or exit level; indicates that students have had sufficient practice and can now demonstrate mastery

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ASSESSMENTS

Please complete the chart below by listing each assessment on a separate row, and including the requested information. Except for outcomes that focus on students' values or beliefs, at least 1 assessment should be [direct](#). Ideally, all outcomes should have at least 2 assessments. If available, append a copy of the assessment measure/instrument (e.g. scoring rubric or sample questions) to this report. If a goal/target has already been set or can be set for a given measure/instrument, this should be included in the table. Otherwise, the program will need to determine and specify a target/goal when results are first reported for that instrument/measure. Note: space for only 15 instruments/measures have been provided. If space for additional assessment instruments/measures are needed, either insert additional rows into the table or contact [OSPIE staff](#) to receive a customized template with additional lines.

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
Entrance/Exit Exam	1-4	Direct	An entrance/exit exam will be given when a student applies for the program and then again when they complete the requirements for the certificate. The certificate will not be issued unless this test is	Each of the core, elective, and selective courses integrates the PSLOs, and questions for each course reflect comprehension for each of the 4 PSLOs.	An increase of 30% will be documented between the entrance exam and exit		<input checked="" type="checkbox"/>

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Assessment Instrument/ Measure Name	PSLO(s) Mappe d to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			taken and demographics associated with types of courses completed at the time of the exam completion will be maintained. These demographics will be used to filter test responses.		exam over the course of a three-year cycle.		
Application, enrollment, and graduation rates	1-4	Indirect	For external accreditation, the GCB program reports application, enrollment, and graduation rates (numbers and time to graduation) annually.	These numbers are required for external accreditation.	The GCB program will have a 70% completion rate over 3 years.		<input type="checkbox"/>

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Grades	1-4	Indirect	Grades for all core courses will be aggregated for each cohort and reviewed every three years.	Assess demonstration of foundational knowledge of students entering the GCB program.		BST 600	<input type="checkbox"/>

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ASSESSMENT REPORTING CYCLE

Please complete the chart below by providing the requested information for each learning outcome. Note: space for up to 10 PSLOs has been provided. If space for additional PSLOs are needed, either insert additional rows into the table or contact the [OSPIE staff](#) to receive a customized template.

PSLO #	Semester/ Year(s) Data Collected	Year(s) Results Submitted to OSPIE <small>(see Results Report Definition)</small>	Year(s) Reflection Report Submitted to OSPIE <small>(see Reflection Report Definition)</small>	Year(s) Action Report Submitted to OSPIE <small>(see Action Report Definition)</small>
1	Fall 2020-Spring 2021/Fall 2021- Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
2	Fall 2020-Spring 2021/Fall 2021- Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
3	Fall 2020-Spring 2021/Fall 2021- Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
4	Fall 2020-Spring 2021/Fall 2021- Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024

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FEEDBACK AND SUPPORT ON PSLO ASSESSMENT PLAN

Each program has the option of receiving formative feedback on its new or revised PSLO assessment plan from OSPIE staff members. OSPIE staff can provide suggestions for improvement to learning outcome statements, overall assessment plan design, curriculum mapping, standard setting, individual assessment tools, etc. If your program would like to receive feedback on its assessment plan, please indicate below:

- Yes, we would like to receive feedback.
- No thank you, not at this time.

If there are questions the program director or faculty did not have the opportunity to ask prior to submission of the PSLO assessment plan, and you would like to schedule a brief consultation with OSPIE staff, please indicate below:

- Yes, we would like to schedule an individual or group consultation.
- No thank you, not at this time.