

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs

University of Kentucky

## INSTRUCTIONS

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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

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

The College of Public Health

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Degree Type *(example: BA or MS)*

Graduate Certificate in Improving Healthcare Value

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Program Name *(example: History)*

Improving Healthcare Value

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

The Mission of the Graduate Certificate in Improving Healthcare Value is to provide an opportunity for individuals from a variety of academic backgrounds to develop their skills for improving healthcare.

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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.

This Graduate Certificate is intended to create educational opportunities for UK graduate students in a range of disciplines, for UK HealthCare staff, and for other healthcare workers to enhance their knowledge and skills related to improving the value (quality and cost) of health care services provided by hospitals, health systems, and academic medical centers.

## ASSESSMENT CYCLE

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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 being 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.

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## ASSESSMENT COORDINATION AND RESOURCES

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

| First and Last Name       | Title/Position   | Email                 |
|---------------------------|--|-----------------------|
| Julia F. Costich, JD, PhD | Director of Graduate Certificate in Improving Healthcare Value | Julia.costich@uky.edu |

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

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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.

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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](mailto:OSPIE@uky.edu) for a template with additional lines for PSLOs.

| PSLO # | Program-level Student Learning Outcome Statement<br>( <a href="#">How should these be written?</a> ) | Required by<br>Specialized<br>Accreditor(s)? | Mapped<br>to GCCR?<br>(Undg degrees only) |
|--------|--|--|---|
| 1      | Analyze the structure and functions of the U.S health care system                                    | <input type="checkbox"/>                     | <input type="checkbox"/>                  |
| 2      | Practice strong multi-modal communication skills   | <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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| PSLOs were identified in consultation with program leadership from the three participating colleges as well as the instructional faculty for the core program courses. |
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## CURRICULUM MAP

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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](#).

| Course  | PSLO1 | PSLO2 |
|---------|-------|-------|
| CPH 600 | R     | I     |
| FIN 600 | I     | I     |
| MFS 526 | R     | R     |
| CPH 755 | 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<br><a href="#">(Direct or Indirect)</a> | Assessment Instrument/Measure Description<br><a href="#">(What is this?)</a>                         | Assessment Instrument/Measure Rationale<br><a href="#">(What is this?)</a>                         | Benchmark or Goal<br><small>(If Available)</small><br><a href="#">(What is this?)</a> | Course(s)<br><small>(If applicable)</small> | Rubric or Example Appended?         |
|-------------------------------------|-------------------|---|--|--|---|---|-------------------------------------|
| Final Exam                          | 1                 | Direct  | Written analysis of health sector chosen from listed options following template of required elements | The required elements of the analysis are designed to support broad assessment of PSLO achievement | % of students scoring 80% or better   | CPH 600                                     | <input checked="" type="checkbox"/> |
| Artifact                            | 2                 | Direct  | Group project on group's choice among listed topics including written text and video                 | The group project synthesizes written and oral communication skills                                | % of students scoring   | CPH 600                                     | <input checked="" type="checkbox"/> |

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| Assessment Instrument/<br>Measure Name | PSLO(s)<br>Mapped to | Assessment Type<br>( <a href="#">Direct or Indirect</a> ) | Assessment Instrument/Measure<br>Description<br>( <a href="#">What is this?</a> )     | Assessment Instrument/Measure<br>Rationale<br>( <a href="#">What is this?</a> ) | Benchmark<br>or Goal<br>(If Available)<br>( <a href="#">What is this?</a> ) | Course(s)<br>(If applicable) | Rubric or<br>Example<br>Appended? |
|--|----------------------|---|---|---|---|------------------------------|-----------------------------------|
|  |                      |   |   |   | 80% or better   |                              |                                   |
| 2 Year Certificate Completion          | 1                    | Indirect  | Proportion of accepted students completing certificate within 24 months of initiation | Captures student engagement within the typical time frame for master's students | 80% of accepted students complete in 24 months                              |                              | <input type="checkbox"/>          |

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## ASSESSMENT REPORTING CYCLE

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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.

| <b>PSLO #</b> | <b>Semester/ Year(s)<br/>Data Collected</b> | <b>Year(s) Results Submitted to<br/>OSPIE</b><br><small>(see <a href="#">Results Report Definition</a>)</small> | <b>Year(s) Reflection Report<br/>Submitted to OSPIE</b><br><small>(see <a href="#">Reflection Report Definition</a>)</small> | <b>Year(s) Action Report<br/>Submitted to OSPIE</b><br><small>(see <a href="#">Action Report Definition</a>)</small> |
|---------------|---|---|--|--|
| 1             | Fall 2020 and Fall<br>2021                  | Summer 2021   | Summer 2023  | Summer 2024  |
| 2             | Fall 2020 and Fall<br>2021                  | Summer 2021   | Summer 2023  | Summer 2024  |



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## FEEDBACK AND SUPPORT ON PSLO ASSESSMENT PLAN

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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.