

# 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)*

College of Public Health

Degree Type *(example: BA or MS)*

MS

Program Name *(example: History)*

Epidemiology

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

As a component of Kentucky's land grant institution, the Mission of the College of Public Health at the University of Kentucky is to apply comprehensive health approaches to understand better and to help reduce the burdens and disparities of health problems on individuals, families and communities.

(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.

## 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.

## ASSESSMENT COORDINATION AND RESOURCES

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

First and Last Name	Title/Position	Email
Steve Browning	Associate Professor	srbrown@uky.edu

Other individuals providing oversight, coordination, or support for assessment

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

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

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

PSLO #	Program-level Student Learning Outcome Statement <i>(How should these be written?)</i>	Required by Specialized Accretor(s)?	Mapped to GCCR? <i>(Undg degrees only)</i>
1	Demonstrate the ability to critically evaluate the literature in a substantive area of research in epidemiology ; be able to identify gaps in knowledge in the substantive area.	<input type="checkbox"/>	<input type="checkbox"/>
2	Using principles of epidemiologic study design, interpret the impact of bias, confounding, and effect modification on causal inference in epidemiologic research.	<input type="checkbox"/>	<input type="checkbox"/>
3	Analyze epidemiologic data using advanced statistical methods including linear models, generalized linear models, and survival analysis with statistical software.	<input type="checkbox"/>	<input type="checkbox"/>
4	Apply core aspects of field methods in epidemiology (e.g., survey design, sampling and power, GIS, exposure assessment, and surveillance) to epidemiologic research.	<input type="checkbox"/>	<input type="checkbox"/>
5	Communicate both orally and in writing the results of epidemiologic analyses in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>

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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.

PSLOs were developed and reviewed by program faculty in meetings for the MS proposal with consideration of program structures at benchmark institutions.

## 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](#).

Course	PSLO 1 (Lit)	PSLO 2 (Design)	PSLO 3 (Stat)	PSLO 4 (Field)	PSLO5 (Comm)
CPH 605	I	I			
CPH 712	R	R	I	I	
BST 600			I / R		I
BST 681			M		
BST 635			M		
EPI 714		M		M	R
EPI 715		M		R	R
CPH 711, CPH 612 ,CPH 615 (Choose one)	M			R	

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CPH 699	M	M	M	M	M
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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

## 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 ( <a href="#">Direct or Indirect</a> )	Assessment Instrument/Measure Description ( <a href="#">What is this?</a> )	Assessment Instrument/Measure Rationale ( <a href="#">What is this?</a> )	Benchmark or Goal (If Available) ( <a href="#">What is this?</a> )	Course(s) (If applicable)	Rubric or Example Appended?
Course level assignments	1 - 5	Direct	Assignments from each core course will be tied to program competencies.	The course assignments are directly linked to the competencies. Assessing the assignments allow for insight into competency development.			<input type="checkbox"/>
Master's Thesis	1-5	Direct	The master's thesis is the culminating experience at the end of the curriculum that ties together the competencies selected by the student and faculty advisor.	The master's thesis allows for measurement of selected competencies, especially PSLO 5.			<input type="checkbox"/>

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Completion rates	1-5	Indirect	80% completion rate within the maximum time to degree.	Monitoring these rates allows for insight into the rigor of the program.			<input type="checkbox"/>
Alumnus One-year Post Graduation	1-5	Indirect	Alumni questionnaire administered by SEAS office	Provide feedback on instruction relevant to employee	50% response rate from former students.		<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 <a href="#">Results Report Definition</a>)</small>	Year(s) Reflection Report Submitted to OSPIE <small>(see <a href="#">Reflection Report Definition</a>)</small>	Year(s) Action Report Submitted to OSPIE <small>(see <a href="#">Action Report Definition</a>)</small>
1	Fall 2023/Spring 2024 Fall 2024/Spring 2025	Summer 2024/Summer 2025	Summer 2026	Summer 2027
2	Fall 2023/Spring 2024 Fall 2024/Spring 2025	Summer 2024/Summer 2025	Summer 2026	Summer 2027
3	Fall 2023/Spring 2024 Fall 2024/Spring 2025	Summer 2024/Summer 2025	Summer 2026	Summer 2027
4	Fall 2023/Spring 2024 Fall 2024/Spring 2025	Summer 2024/Summer 2025	Summer 2026	Summer 2027
5	Fall 2023/Spring 2024 Fall 2024/Spring 2025	Summer 2024/Summer 2025	Summer 2026	Summer 2027

## 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.

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No thank you, not at this time.