

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)*

PhD in Epidemiology and Biostatistics

Program Name *(example: History)*

Epidemiology and Biostatistics

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

To provide a research and training program in the principles and practice of epidemiology and biostatistics to develop a skilled quantitative researcher prepared for population-based research in a multi-disciplinary work environment.

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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 is an interdisciplinary program which emphasizes the acquisition of methodological skills foundational to epidemiology and biostatistics. Graduates of this program develop methodologic and subject matter expertise to address the practical challenges of conducting population-based and clinical, translational research in the multidisciplinary work environments of academia, government, and industry.

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

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First and Last Name	Title/Position	Email
Heather Bush, PhD	Director of Epi/Bio PhD	Heather.bush@uky.edu
Anna Kucharska-Newton, PhD	Associate Director of Epi/Bio	anna.newton@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.)

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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 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 <i>(How should these be written?)</i>	Required by Specialized Accreditor(s)?	Mapped to GCCR? <i>(Undg degrees only)</i>
1	Demonstrate systems and causal thinking using theory and concepts applied to data collection, analysis, interpretation, and evidence-based reasoning	<input type="checkbox"/>	<input type="checkbox"/>
2	Appropriately analyze data and employ research methods using theoretical and conceptual frameworks from epidemiology and biostatistics	<input type="checkbox"/>	<input type="checkbox"/>
3	Integrate biostatistics and epidemiological principles in study design, implementation, analysis, and results interpretation from databases to evidence subject matter expertise in problem-solving within public health and medical research domains	<input type="checkbox"/>	<input type="checkbox"/>
4	Communicate methodologic approaches, problem conceptualization, ethics and core public health knowledge effectively across interdisciplinary audiences	<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.

The PSLOs were developed by the Graduate Faculty of the EPB PhD program through a series of meetings and discussions with final approval of these PSLOs discussed during the annual Graduate Faculty meeting for the program. It is of note that these had been shortened to reflect the current program changes (recently approved by the Senate on April 13, 2020) for the 38 credit hour program.

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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](#).

Course	PSLO1	PSLO2	PSLO3	PSLO4
EPI 714	R	Choose an item.	R	R
EPI 715	R	Choose an item.	M	R
BST 682	Choose an item.	M	R	Choose an item.
BST 762	Choose an item.	M	R	Choose an item.
EPI 717	M	R	R	M
CPH 786	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 (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?
Comprehensive Principles Examination	1-3	Direct	Take-home exam which addresses study design, applied data analysis, and manuscript critique	Assesses statistical programming, writing, and critical reasoning skills	70% or better on exam is a passing score	All core courses except EPI 715	<input checked="" type="checkbox"/>

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Qualifying Exam	1-3	Direct	Presentation of dissertation research proposal in written format (20 + pages) and 1 hour defense of proposal. (Questionnaire completed by committee)	Demonstration of competence to pursue dissertation research with a practical and high quality research proposal combining methods in epidemiology and biostatistics.	Majority of dissertation committee approves the exam	Completion of all core and elective courses and registered for residency	<input checked="" type="checkbox"/>
Dissertation Defense	1-4	Direct	Completed dissertation composed of (generally) 3 manuscripts and 1.5 hour oral defense and questioning by committee	Demonstration of technical writing and skills competence in the dissertation and oral communication in defense	Majority of committee approves exam.	Residency status	<input type="checkbox"/>
Alumnus One-year Post Graduation	1-4	Indirect	Alumni questionnaire administered by SEAS office	Provide feedback on instruction relevant to employee	50% response rate from		<input type="checkbox"/>

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					former students.		
Alumni Job Placement	1-4	Indirect	Database on placement of students post graduation.	DGS staff track student hires and placement			<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	Summer 2021/Summer 2022	Summer 2023	Summer 2024

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	Fall 2021/Spring 2022			
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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.