

# 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)*

PhD

Program Name *(example: History)*

Health Services Research

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 College of Public Health is to develop health champions, conduct multidisciplinary and applied research, and collaborate with partners to improve health in Kentucky and beyond.

(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.

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## 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
Dr. Tyrone Borders	Director of Graduate Studies	<a href="mailto:Ty.borders@uky.edu">Ty.borders@uky.edu</a>

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.)

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

PSLO #	Program-level Student Learning Outcome Statement ( <a href="#">How should these be written?</a> )	Required by Specialized Accreditor(s)?	Mapped to GCCR? (Undg degrees only)
<i>Example</i>	<i>Graduates will be able to critically evaluate scientific literature related to drugs and disease to enhance clinical decision-making.</i>	<input type="checkbox"/>	<input type="checkbox"/>
1	<i>Understand critical health services research issues, including access, quality, and efficiency.</i>	<input type="checkbox"/>	<input type="checkbox"/>
2	<i>Apply theoretical knowledge and conceptual models in support of health services research.</i>	<input type="checkbox"/>	<input type="checkbox"/>
3	<i>Describe key issues and methods in a concentrated substantive area, such as health economics or health outcomes.</i>	<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.

The PSLOs were developed by proposed PhD in Health Services Research (HSR) faculty members in the Department of Health Management and Policy, including Drs. Borders, Benitez, Sohn, and Waters. The PSLOs were selected after reviewing student learning outcomes and curricula at more established HSR programs (i.e., the University of North Carolina, University of Washington, and University of Michigan), as well as evidence about employer needs and demands (i.e., peer reviewed articles about the HSR workforce).

## 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									
HSR 700 Health Services Research and Theory	I	I	I									
HSR 701 Health Services Research Journal Club	R	R	R									
HSR 705 Health Services Research Methods	R	R	R									

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HSR 720 Directed Research	R	R	R									
HSR 725 Developing Proposals for Health Services Research	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

## 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</a> or <a href="#">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?
Comprehensive Exam	1 – 3	Direct	Students will complete a comprehensive written and oral examination of their competency of the curriculum pertaining to PSLOs 1-3 after completing all required	This measure was selected because it provides a thorough assessment of each student's competencies and abilities prior to moving on to propose	95% of students will earn a mean assessment of 2 or better (1=exceed expectations,		<input checked="" type="checkbox"/>

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Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type ( <a href="#">Direct</a> or <a href="#">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?
			courses, other than the dissertation. Each comprehensive examination committee member will complete an evaluation form about the student's performance corresponding to each PSLO (see rubric on last page).	and conduct original research.	2=meets expectations, 3=below expectations) on each PSLO.		
Dissertation proposal	1-3	Direct	Students will complete a dissertation proposal which will include a written proposal and an oral defense of the proposal. The proposal will be assessed by the dissertation faculty committee. Each committee member will complete a holistic evaluation form about the student's performance (see rubric on last page).	This measure was selected to assure that the student has demonstrated competencies and abilities required to perform/conduct the proposed dissertation research.	95% of students will earn a mean of 3 or better on a holistic scale.		<input checked="" type="checkbox"/>
Dissertation	1-3	Direct	Students will complete a written dissertation of their research. The dissertation will be assessed by the dissertation committee. Each committee member will complete a holistic	This measure was selected to assure that the student has satisfactorily conducted an original research project and satisfied all of the required PSLOs.	95% of students will earn a mean of 3 or better on a holistic scale.	HSR 730 Doctoral Dissertation Research	<input type="checkbox"/>

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Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type ( <a href="#">Direct</a> or <a href="#">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?
			evaluation form about the student's performance (see rubric on last page).				

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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.

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	Summer 2024	Summer 2025	Summer 2026
2	Fall 2023	Summer 2024	Summer 2025	Summer 2026
3	Fall 2023	Summer 2024	Summer 2025	Summer 2026

## 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.



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## RUBRICS

Comprehensive Examination Rubric: For *each* PSLO corresponding to the Comprehensive Examination, each Comprehensive Examination Faculty member will evaluate the student's performance using the following rubric.

1=exceeds expectations, 2=meets expectations, 3=below expectations

Dissertation Proposal Holistic Rubric: For the PSLOs corresponding to the Dissertation Proposal, each Dissertation Committee Faculty member will evaluate the student's overall performance using the following holistic rubric.

Acceptable:

1 - Approved with commendation, the level of scholarship in this dissertation proposal is exceptional.

2 - Acceptable, all crucial elements are included and adequately described.

3 - Approved, although revisions are strongly suggested in one or more important components that are of markedly lesser quality than the other sections. Comments on how to enhance quality are provided by the dissertation committee.

Unacceptable:

4- Must be revised and resubmitted because one or more essential components are not satisfactorily described.

5- Must be revised and resubmitted because one or more required elements are missing or previous requests for revision were ignored.

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Dissertation Holistic Rubric: For the PSLOs corresponding to the Dissertation, each Dissertation Committee Faculty member will evaluate the student's overall performance using the following holistic rubric.

## Acceptable:

- 1 - Approved with commendation, the level of scholarship in this dissertation is exceptional.
- 2 - Acceptable as written, all crucial elements are included and adequately described.
- 3 - Approved, although revisions are strongly suggested in one or more important components that are of markedly lesser quality than the other sections. Comments on how to enhance quality are provided by the dissertation committee.

## Unacceptable:

- 4- Must be revised and resubmitted because one or more essential components are not satisfactorily described.
- 5- Must be revised and resubmitted because one or more required elements are missing or previous requests for revision were ignored.