Requesting College(s)/School(s)/Center(s): School for Professional Studies

Academic Level:	☐ Post-Baccalaureate (includes all graduate and professional programs)
Associated Degree:	☐ Master of Arts (M.A.)
	☐ Master of Science (M.S.)
	☐ Doctor of Philosophy (Ph.D.)
	☒ Other - Masters of Professional Studies (MPS)
Program Title/Area of Study:	*Examples: English, Biology, Public Health*
	Master of Professional Studies – Degree Framework
Program Start Term	☒ Fall 2020
	☐ Spring
	☐ Summer
	☐ Other

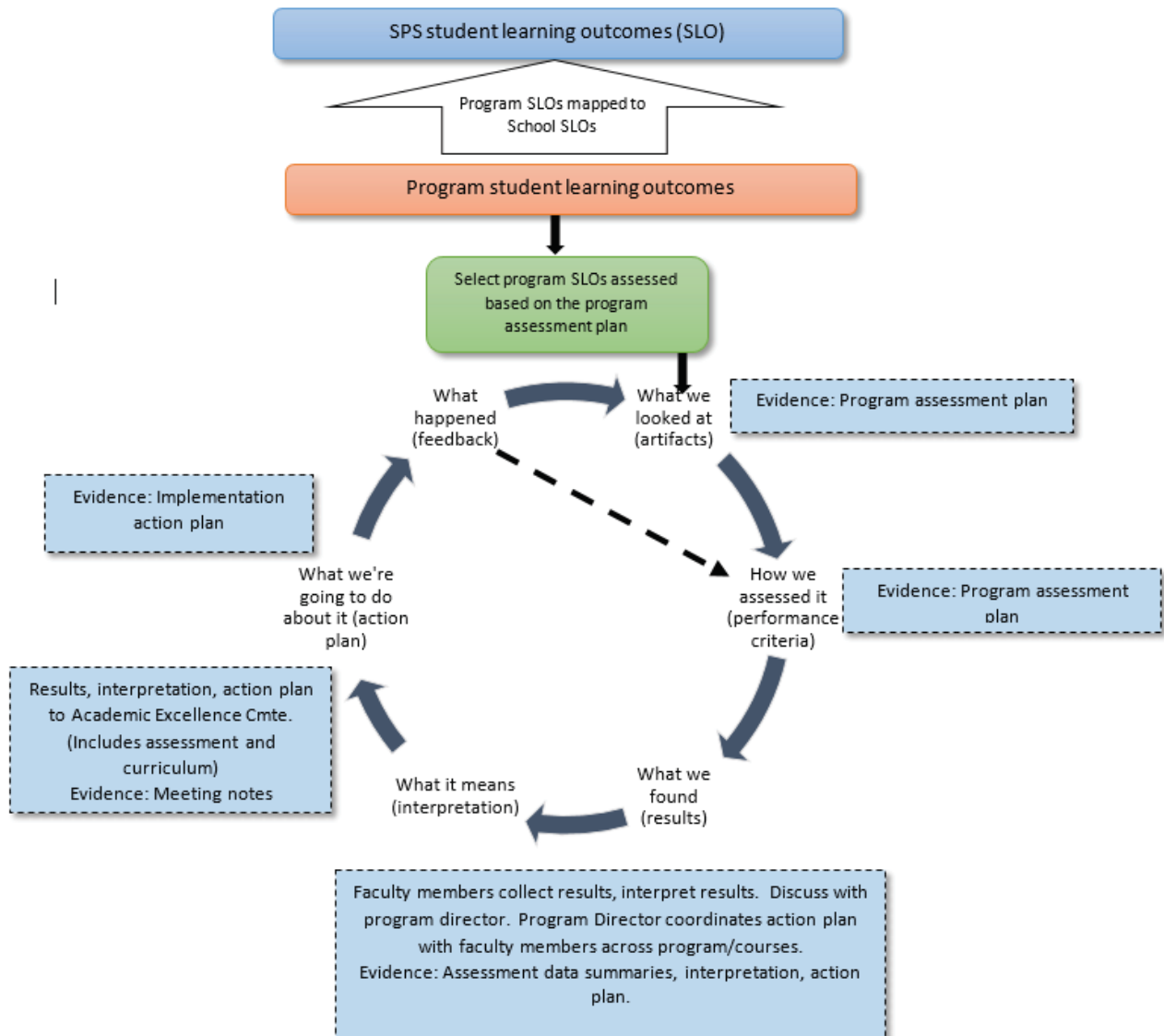| SLU Approval Authority	Signature	Date
Department Chair	*J.P. Buerk*	
College/School/Center Curriculum Committee Chair	*J.P. Buerk*	
College/School/Center Dean	*Tracy Cl. Chapman*	
Chair, GAAC	*R.U.W*	
Council of Academic Deans and Directors		
Provost	*Chester filbis*	11/20/19
Chair, Academic Affairs Committee of the University Board of Trustees		
Chair, University Board of Trustees		

☐ HLC Approval Date *(if applicable)*

Saint Louis University School for Professional Studies
Program Assessment Model

The School for Professional Studies has adopted the model described in this document for programmatic assessment. Starting with new programs, the model will be phased in for all SPS programs.

The model is designed to illustrate alignment among School, program and course student learning outcomes as well as an ongoing, cyclical assessment process.

SPS student learning outcomes (SLO)

Program SLOs mapped to School SLOs

Program student learning outcomes

Select program SLOs assessed based on the program assessment plan

What happened (feedback)

What we looked at (artifacts)

Evidence: Program assessment plan

Evidence: Implementation action plan

What we're going to do about it (action plan)

How we assessed it (performance criteria)

Evidence: Program assessment plan

Results, interpretation, action plan to Academic Excellence Cmte. (Includes assessment and curriculum)
Evidence: Meeting notes

What it means (interpretation)

What we found (results)

Faculty members collect results, interpret results. Discuss with program director. Program Director coordinates action plan with faculty members across program/courses.
Evidence: Assessment data summaries, interpretation, action plan.

Program Assessment Plan

Program: Master of Professional Studies

Department: N/A

College/School: School for Professional Studies

Date: October, 2019

Primary Assessment Contact: John Buerck

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? ▪ Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).	Assessment Mapping From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ▪ Note: the majority should provide direct, rather than indirect, evidence of achievement. Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes made in previous years?
1	The primary concentration's discipline-specific learning outcome. (Each graduate certificate has at least one learning outcome associated with the discipline).	Varies	1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Director will follow up on action items from the previous year to determine impact and possible

			the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree. 3. Masters applied research projects completed in MRP 5963 will be evaluated by the Program Director at the end of the research project using a three-point rubric. Comments and recommendations will be recorded.	refinements or enhancements moving forward.
2	The secondary concentration's discipline-specific learning outcome. (Each graduate certificate has at least one learning outcome associated with the discipline).	Varies	1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree. 3. Masters applied research projects completed in MRP 5963 will be evaluated by the Program Director at the end of the research project using a three-point rubric. Comments and recommendations will be recorded.	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Director will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

| 3 | Utilize argumentation skills appropriate for a given problem or context | Varies | 1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.

2. Exit survey completed by students at end of degree.

3. Masters applied research projects completed in MRP 5963 will be evaluated by the Program Director at the end of the research project using a three-point rubric. Comments and recommendations will be recorded. | Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.

Program Director will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |
| 4 | Apply program-specific knowledge across disciplines to address practical problems using an ethical, evidence-based framework. | Varies | 1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the | Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.

Program Director will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |

		curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree. 3. Masters applied research projects completed in MRP 5963 will be evaluated by the Program Director at the end of the research project using a three-point rubric. Comments and recommendations will be recorded.	

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (It is not recommended to try to assess every outcome every year.)

Program Assessment– Sample Outline

The following schedule provides an annual timeline for assessing the program's student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

Major or Minor Student Learning Outcomes	AA 5221	ORLD 5050	Primary Concentration (4 courses)	Secondary Concentration (4 courses)	MRP 1, 2, & 3 (Capstone)
Example: Outcome #1	*1*	*1*	*1, 2*	*2*	*2*
The primary concentration's discipline-specific learning outcome.			1,2		3
The secondary concentration's discipline-specific learning outcome.				1,2	3
Utilize argumentation skills appropriate for a given problem or context	1	1	1,2	1,2	3
Apply program-specific knowledge across disciplines to address practical problems using an ethical, evidence-based framework.	1	1	2	2	3

2. **Describe how, and the extent to which, program faculty contributed to the development of this plan.**
   The Program Director in cooperation with the full-time and adjunct faculty are involved in the development of the courses and their application to each program learning outcome within the plan. These faculties are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcomes can be distinguished and evidence towards achievement reported.

3. **On what schedule/cycle will faculty review and, if needed, modify this assessment plan?**
   This plan will be reviewed annually to ensure it continues to meet the program's needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed. As SPS programs continually evolve to meet changing market needs, this assessment plan is dynamic and subject to change as the program evolves and new programs are offered.