

Academic Program Check-In Worksheet EXAMPLE

Academic Program: BS in Measurement and Assessment

Program Director: Jeremy Reich

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Action Planning Team

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Note: Blue text is pre-provided by the Assistant Director for Assessment and Accreditation and Red text is the result of the action planning process.

General Actions

Priority		Outcome Description
1		Collaborative review and refinement of Mission Statement, Program Goals, and Student Learning Outcomes (SLOs) to strengthen future assessment activities and better communicate to stakeholders the purpose and benefits of each program.
Planned Actions		
Establish a team of program faculty, instructors, and other appropriate stakeholders to review and refine the program's Mission Statement, Program Goals, and Student Learning Outcomes (SLOs) that will inform the next full program assessment.		
Progress Made		Next Steps
1.	Team established and met to review current mission, goals, and outcomes.	Review and refine mission statement and goals.
2.	Updated mission statement and goals established.	Review and refine SLOs in alignment to updated program goals and map the curriculum to new SLOs.
3.	Updated SLOs and curriculum mapping established.	Get updated mission, goals, and outcomes approved as needed and publish updates once appropriate.
Overall Progress Made		Overall Outcome
Updates approved and published.		Review and refinement process completed.

Outcomes-Based Actions

Priority	SLO Number	SLO Description	
1	1.3	Students will be able to identify the current challenges and trends in assessment in the context of higher education.	
Measure		Benchmark and Target	Initial Finding
Final presentation rubric scores		80% of students achieve a Competent (level 3 of 5) or higher for all rubric levels.	Not Met – 60%
Planned Actions			
Add guidance and resources to class LMS instances and update course syllabus to include additional instruction on presentation skills.			
Check-In Findings		Progress Made	Next Steps
1.	70%	Guidance added and syllabus updated	Run updated course
2.	85%	Updated course run	N/A
3.	87%	N/A	N/A
Final Findings		Overall Progress Made	Target Met
90%		Plan fully implemented as originally described	Yes

Priority	SLO Number	SLO Description	
2	2.1	Students will be able to construct SQL queries to collect data from student information systems.	
Measure		Benchmark and Target	Initial Finding
Course grades for ASMT 510		70% of students achieve a B+ or higher in the course.	Not Met – 65%
Final exam grade		70% of students achieve a B+ or higher on the exam.	Not Met – 50%
Planned Actions			
<ul style="list-style-type: none"> Update course syllabus to allocate more time to teaching and assessing SQL fundamentals. Update course syllabus to include additional scaffolded assessments to support the above. 			

<ul style="list-style-type: none"> Update the program curriculum to establish ASMT 601 as a pre- or co-requisite for this course. 		
Check-In Findings	Progress Made	Next Steps
1. 70% & 60%	Syllabus updated to allocate more time to teaching SQL fundamentals	Update syllabus to include scaffolded assessments to support achievement with SQL fundamentals
2. 75% & 65%	Scaffolded assessments included	Adjust syllabus and assessments based on persisting areas of student struggle
3. 80% & 70%	Slight adjustments to syllabus to focus on areas or particular and persisting student struggles	N/A
Final Findings	Overall Progress Made	Target Met
85% & 90%	Time allocated to SQL fundamentals with associated scaffolded assessments.	Yes & Yes

Priority	SLO Number	SLO Description	
2	2.2	Students will be able to manage and maintain SQL databases that pull data from student information systems.	
Measure	Benchmark and Target	Initial Finding	
Course grades for ASMT 511	70% of students achieve a B or higher in the course.	Not Met – 45%	
Final exam grade	70% of students achieve a B+ or higher on the exam.	Not Met – 25%	
Planned Actions			
<ul style="list-style-type: none"> Updates to ASMT 510 as outlined above. Update course syllabus to allocate more time to teaching and assessing SQL database management and maintenance. Update course syllabus to include additional scaffolded assessments to support the above. 			
Check-In Findings	Progress Made	Next Steps	
1. 50% & 30%	Syllabus updated to allocate more time to teaching SQL database	Update syllabus to include scaffolded assessments to support	

		management and maintenance	achievement with SQL database management and maintenance
2.	55% & 35%	Scaffolded assessments included	Adjust syllabus and assessments based on persisting areas of student struggle
3.	60% & 40%	Slight adjustments to syllabus to focus on areas or particular and persisting student struggles	Reassess whether this course is truly necessary as a required course for students in this program, or if it is too high level and superfluous, and adjust curriculum based on findings
Final Findings		Overall Progress Made	Target Met
	65% & 45%	Time allocated to SQL database management and maintenance with associated scaffolded assessments.	No & No

Priority	SLO Number	SLO Description	
3	4.3	Students will be able to administer assessment processes in a timely and organized fashion to ensure effective, efficient, and beneficial assessment practices.	
Measure		Benchmark and Target	Initial Finding
Course grades for ASMT 612		80% of students achieve a B+ or higher in the course.	Not Met - 75%
Final exam grade		80% of students achieve a B+ or higher on the exam.	Not Met - 70%
Planned Actions			
Update course syllabus to allocate more time to teaching and assessing project management fundamentals, with particular attention to terminology and use cases.			
Check-In Findings		Progress Made	Next Steps
1.	80% & 75%	Syllabus updated to allocate more time to teaching assessment project management fundamentals	Update syllabus to focus more on terminology and assessments of
2.	90% & 85%	Syllabus updated with more focus on terminology and includes assessments to determine outcomes in this area	N/A

3.	87% & 83%	N/A	N/A
Final Findings		Overall Progress Made	Target Met
	92% & 90%	Syllabus and assessments updated as planned	Yes & Yes