

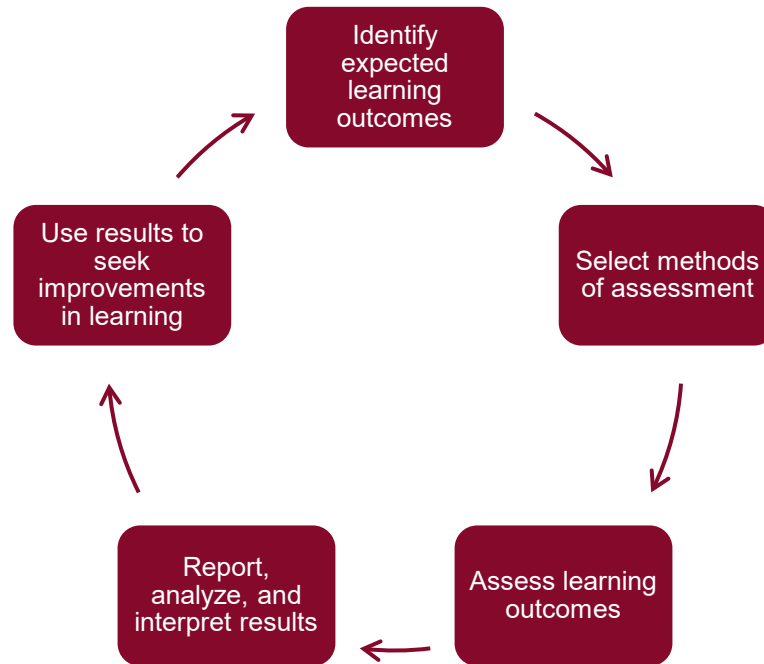


ACADEMIC ASSESSMENT  
& ACCREDITATION  
TEXAS WOMAN'S UNIVERSITY

# Guidelines for Preparing Academic Assessment Plans for Certificate Programs

## Introduction to Academic Assessment Planning

These guidelines are intended to help you prepare your assessment plan. Academic assessment at TWU follows the cycle of assessment (depicted below) to seek continuous improvement in student learning outcomes.



*Assessment Cycle*

Each academic degree program and academic certificate program at TWU has an assessment plan and participates annually in assessment. Each program's assessment plan identifies expected outcomes, assessment measures, and criteria and goals for

student performance. The plan also documents overall alignment of the program and its learning outcomes with the institutional mission, department/program mission, and program curriculum.

The following information will guide you through completing each section of your plan.

### Section I: Alignment of Certificate Program Mission to the TWU Mission Statement

Each of the university's programs should be aligned with the TWU Mission statement. Use this space to explicitly state how the certificate program directly relates to and is driven by the university mission.

- A. The TWU Mission statement appears at the top of the table.
- B. Provide a supporting rationale for how the certificate program is directly aligned with the TWU Mission in the space below the TWU Mission. To demonstrate alignment with the TWU mission statement, please cite or use language specifically from the TWU mission statement. You may choose to format this as either a bulleted list or a narrative description.

Texas Woman's University Mission	
<b>A</b>	Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.
<b>B</b>	<p>The Graduate Certificate in Global Health prepares students to lead and support health programming within global and international contexts. It supports the following components of the TWU mission:</p> <ul style="list-style-type: none"> <li>• <i>Cultivates engaged leaders</i> – Certificate program completers will develop leadership skills in the area of global health</li> <li>• <i>Cultivates global citizens</i> – Certificate program completers will develop competency with and knowledge of global health systems and issues and will be prepared to work within global health contexts</li> <li>• <i>Historical strengths in health</i> – The certificate program will draw from existing TWU course offerings and faculty expertise in Health Care Administration and the Health Sciences</li> </ul>

## Section II: Certificate Program Student Learning Outcome

Section II provides space for the certificate program to identify its student learning outcome(s). Student learning outcomes represent the essential knowledge, skills, and/or dispositions that students will possess upon successful completion of the certificate program.

- A. In the space provided, enter the program's student learning outcome. A minimum of 1 SLO is required for certificate programs. Please contact [academicassessment@twu.edu](mailto:academicassessment@twu.edu) if you need a template with space for additional SLOs.

Note that a certificate program embedded within a degree program may choose to use or adapt for use an SLO from its associated degree program.

Certificate Program Student Learning Outcome (SLO)	
<b>A</b>	<p><i>By <u>completion</u> of the certificate program, students will be able to:</i></p> <p><b>SLO 1:</b> Design health programming that considers social, cultural, and economic factors of health and disease within global contexts.</p>

More guidance for developing student learning outcomes can be located in the resource [Guidelines for Well-Written Student Learning Outcomes \(SLOs\)](#).

## Section III: Alignment of Certificate Program SLO to the Curriculum

A curriculum map is a matrix that identifies which program courses or learning experiences address the certificate program's student learning outcome(s). Use Section III to demonstrate the alignment of the certificate program's SLO with its curriculum.

- A. The program SLO will auto-populate across the top row of the matrix based on your text entered into Section II. Please contact [academicassessment@twu.edu](mailto:academicassessment@twu.edu) if you need a template with space for additional SLOs.
- B. To add courses to the first column, include the course prefix number and course title in numerical order from lowest to highest. List each of the certificate program's required courses (courses that all students must take) or learning experiences in the space labeled "Required." List electives or other optional experiences in the space labeled "Electives."

- C. In the column to the right of the course listing, use the Coding Key provided to identify which emphasis level best describes how the program SLO is addressed within each course – I (Introduced), R (Reinforced), M (Mastered), and/or A (Assessed).

Assessments that occur at or toward the end of the certificate program of study are encouraged for use in the certificate program assessment plan since we are interested in knowing how well students are able to achieve the SLO at the completion of the certificate program.

<b>Courses/Experiences</b> [List the course prefix number and course title in numerical order from lowest to highest. If appropriate, include program experiences that are essential but are not tied to a specific course. Insert additional rows, as needed.]	<b>SLO 1:</b> Design health programming that considers social, cultural, and economic factors of health and disease within global contexts.	<b>A</b>
	[Use Coding Key at the bottom of the page to identify the <i>depth</i> to which the program SLO is <u>addressed</u> and <u>assessed</u> within the course/experience.]	
<b>Required:</b> (List courses below)		
HLTH 5083 Foundations of Global Health	I	
HCAD 5363 Global Health Systems	R	
HLTH 5423 Global Health Promotion	R, A	<b>C</b>
HLTH 5473 Global Health Planning	M, A	
<b>Electives:</b> (List courses below)		
CHOOSE ONE:		
SOCJ 5473 Social Issues in Health	R	
NUTR 5763 Nutrition and Food Systems	R	
PUBH 6003 Epidemiology	R	

More guidance for using curriculum maps can be located in the resource [A Basic Guide to Using Curriculum Maps for Program Assessment](#).

**Section IV: Assessment of Certificate Program SLO**

The primary information about your assessment plan is documented in Section IV. The text of your SLO will auto-populate at the top of the page based on your text entered into Section II. For each SLO, please include the following:

- A. *Assessment Measure (Name)* – A minimum of two assessment measures are required per SLO. Include the name of each measure and any sub-components or criteria, as applicable.

In most cases, a certificate program will have a single SLO and this SLO must be assessed every year.

- B. *Direct or Indirect Measure* – At least one assessment measure for each SLO must be a direct measure.

Examples of direct measures include projects, exams, papers, portfolios, clinical assessments, performances, and exhibitions. Examples of indirect measures include student surveys, focus groups, or exit interviews.

- C. *Assessment Method (Description)* – Provide a description of each assessment method that indicates how it will be scored and by whom. Include performance levels (such as rubric scoring levels) and details about how the data will be reported and disaggregated, as applicable. If using multiple assessors, include information about how inter-rater reliability will be established.

Example: Students in the internship course will be evaluated by internship supervisors on a list of 10 competencies. Each competency will be scored on a 5 point rubric (1=Unsatisfactory; 2= Needs Improvement; 3=Satisfactory; 4=Exceeds Expectations; 5=Exemplary). Competencies will be scored individually and an overall average will be reported.

- D. *Criterion for Success* – Provide the minimally acceptable level of individual performance. This is typically stated in terms of a specific score or point value.

Example: An overall score of 3 out of 5

(Note that this is describing the score achieved by a single student. An individual student will have achieved the certificate program learning outcome if he or she scores 3 or more points out of a total of 5 possible.)

- E. *Realistic Program Goal* – Provide the percentage of students in the certificate program that will attain the criterion for success. The Realistic Program Goal should reflect a level of achievement for certificate completers that the certificate program finds to be appropriate for student success.

Example: 80%

(Note that this is describing the combined performance of all students. The certificate program will meet its goal if 80% of all students achieve an overall score of 3 out of 5)

SLO 1				
Design health programming that considers social, cultural, and economic factors of health and disease within global contexts.				
Assessment Measure (AM) [Insert name of each Assessment Measure (AM), and identify all major elements/components to be assessed below. If more than two AMs, insert the number of additional rows needed and format accordingly.]	Direct or Indirect Measure?	Assessment Method [Describe how the assessment measure will be scored. What scoring mechanism will be used? What are the different performance levels? By whom will it be scored? Will disaggregated (major elements/components) data be tabulated, in addition to overall score? How will inter-rater reliability be established?]	Criterion for Success [List the <i>minimally acceptable level of individual student performance</i> on the selected assessment measure.]	Realistic Program Goal [List a reasonable/realistic program goal for the <i>percentage</i> of students that <i>will attain</i> the set criterion for success.]
<b>AM 1:</b> Global Health Promotion Strategy Presentation	Direct	Students in HLTH 5363 Global Health Promotion will complete an assignment that asks them to develop a promotion plan for an example health program. Students will be assigned a global health context in which the program will occur. Students will submit a PowerPoint presentation and present their strategy to the class. The assignment will be scored by the instructor on a holistic 5 point rubric (1=Unsatisfactory; 2= Needs Improvement; 3=Satisfactory; 4=Exceeds Expectations; 5=Exemplary). An overall score will be reported.	A score of 3 out of 5.	80%
<b>AM 2:</b> Global Health Project  Needs Assessment Programming Plan Promotion Plan Evaluation Plan Budget	Direct	Students in HLTH 5473 Global Health Planning will complete a project that involves designing a health program for a global health context of their choice. The project will address a global health need and will include a needs assessment, programming plan, promotion plan, evaluation plan, and a budget. The project will be scored by the course instructor on a 5-point rubric (1=Unsatisfactory; 2= Needs Improvement; 3=Satisfactory; 4=Exceeds Expectations; 5=Exemplary). Results will be reported as an overall combined rubric score and scores will be disaggregated for each of the 5 rubric criteria.	An overall score of 3 out of 5.	90%
<span style="border: 1px solid black; padding: 2px;">A</span>	<span style="border: 1px solid black; padding: 2px;">B</span>	<span style="border: 1px solid black; padding: 2px;">C</span>	<span style="border: 1px solid black; padding: 2px;">D</span>	<span style="border: 1px solid black; padding: 2px;">E</span>

More guidance related to assessment measures can be located in the resource [Assessment Measures: Terms and Best Practices](#).

## **Section V: Assessment Plan Implementation Coordination**

The final section of the assessment plan documents information about how the plan will be implemented and coordinated. It should be a useful tool for documenting and communicating within your department about how the assessments will be conducted, how the results will be analyzed, and how the results will be collectively reviewed and used to implement actions for improvement.

Assessment practices will benefit from the involvement of multiple faculty members, but take care to clarify responsibilities in advance.

The names of your Assessment Measures will auto-populate in the first column based on your text entered into Section IV. For each assessment measure, please include the following:

- A. *Who will administer and score the assessment* – Provide the title or role of the person or persons responsible for administering and scoring the assessment. This may be more than one person.

In some cases, the same person will administer and score the assessment. In other cases, a separate committee or panel of faculty may be involved in the scoring.

- B. *Who will conduct initial data analysis, and who will complete the annual Assessment Report* -- Provide the title or role of the person or persons responsible for analyzing the assessment data and completing the annual Assessment Report. This may be more than one person.

Best practices suggest that multiple faculty be involved in scoring, collecting, and analyzing the data. However, it may be necessary to clarify the specific individual responsible for completing the annual Assessment Report.

- C. *Please describe the timeline for this program's assessment of this outcome by measure* – Describe the timeline of assessment including (1) when the assessments will be administered, (2) when data or assessments will be collected and/or scored, (3) when data will be analyzed, and (4) when data will be discussed by faculty.

Annual assessment reports for certificate programs are submitted in the Spring term and document assessment results from the prior calendar year (combined Spring, Summer, and Fall data). Please plan accordingly when developing your assessment and analysis timeline.



Note that step 4 is key to using assessment results for improvement. Plan a time when program faculty can meet together to review the prior year's assessment results, reflect on the impact of prior actions for improvement, and recommend further actions to seek improvements in student learning based on the results reviewed.

<b>Assessment Measure</b>  Each AM will auto populate from Section IV	<b>Who* will administer and score the assessment?</b>  <i>*By <u>who</u>, we mean the title or role with this responsibility, rather than the name of the person who currently holds that position. This may be more than one person.</i>	<b>Who* will conduct initial data analysis, and who* will complete the annual Assessment Report?</b>  <i>*By <u>who</u>, we mean the title or role with this responsibility, rather than the name of the person who currently holds that position. Your answer may need to refer to more than one person.</i>	<b>Please describe the timeline for this program's assessment of this outcome by measure. The timeline should include</b>  <b>(1) when assessments will be administered,</b> <b>(2) when data or assessments will be collected and/or scored,</b> <b>(3) when data will be analyzed,</b> <b>(4) when data will be discussed by faculty.</b>
<b>AM 1: Global Health Promotion Strategy Presentation</b>  <div style="text-align: center; border: 1px solid black; width: 30px; margin: 0 auto;">A</div>	The HLTH 5363 Global Health Promotion instructor administers and scores the assessment.  <div style="text-align: center; border: 1px solid black; width: 30px; margin: 0 auto;">B</div>	The Certificate Program Coordinator will analyze the data and complete the annual Assessment Report.  <div style="text-align: center; border: 1px solid black; width: 30px; margin: 0 auto;">C</div>	(1) The assessment will be administered every Fall term when HLTH 5363 is offered. (2) The course instructor will score the assessments during the Fall term and compile the results for the Certificate Program Coordinator each December. (3) The Certificate Program Coordinator will analyze the data each June. (4) The program faculty will discuss the data at their August retreat.
<b>AM 2: Global Health Project</b>  Needs Assessment Programming Plan Promotion Plan Evaluation Plan Budget	The HLTH 5473 Global Health Planning instructor administers and scores the assessment.	The Certificate Program Coordinator will analyze the data and complete the annual Assessment Report.	(1) The assessment will be administered every Spring term when HLTH 5473 is offered. (2) The course instructor will score the assessments during the Spring term and compile the results for the Certificate Program Coordinator each May. (3) The Certificate Program Coordinator will analyze the data each June. (4) The program faculty will discuss the data at their August retreat.

## **Conclusion**

We hope these guidelines have been helpful for preparing your assessment plan. Please contact the Office of Academic Assessment & Accreditation [academicassessment@twu.edu](mailto:academicassessment@twu.edu) for assistance or reach out to Gray Scott, Direct of Academic Assessment & Accreditation [grayscott@twu.edu](mailto:grayscott@twu.edu).