

## Section I: Program Learning Outcomes

The first three columns of the table (*Program Learning Outcomes*, *Assessment Methods/Measures*, and *Intended Results*) represent your assessment plan. Complete this portion at the beginning of the academic year. The final two columns of the table (*Results* and *Action Plan/Follow-Up to Improve Student Learning*) can be completed after data collection has occurred.

*Assessment Methods/Measures:* Choose assessment methods (e.g., projects, activities, exam questions, assignments, etc.) that are relevant and appropriate for your courses and program and best inform you about the strengths and weaknesses in student learning.

*Intended Results:* For each assessment, state a benchmark or target for student achievement. Keep expectations for student learning high, but attainable.

*Results:* Summarize the data you have collected and describe what the data have shown you. Sophisticated or complicated data analysis techniques are not necessary; just share what the data are telling you. Include both numbers and percentages whenever possible in order to tell a more complete story (e.g., "48% of the 64 students assessed...").

*Action Plan/Follow-Up to Improve Student Learning:* Describe any changes you will make or decisions you have made based on the analysis of your data. Changes can be small or big. In some cases, you may not want to make any changes until you have collected enough longitudinal data to show that the issue you have identified is consistent. In other cases, your students may be doing well on the assessment and you may not need to change your course for that particular outcome. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your course, explain why you have made that decision.

## Assessment Report

<p style="text-align: center;"><b>Program Learning Outcomes</b></p> <p><i>What are the expected program learning outcomes? What will students be able to think, know, do, or feel because of a given educational experience?</i></p>	<p style="text-align: center;"><b>Assessment Methods / Measures</b></p> <p><i>What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?</i></p>	<p style="text-align: center;"><b>Intended Results</b></p> <p><i>What is the performance target or benchmark for the assessment?</i></p>	<p style="text-align: center;"><b>Results</b></p> <p><i>What were the actual results?</i></p>	<p style="text-align: center;"><b>Action Plan / Follow-Up to Improve Student Learning</b></p> <p><i>What changes will be made and/or decisions were made after reviewing the results?</i></p>

## Section II: Institutional Essential Learning Outcome

Identify the Institutional Essential Learning Outcome tied to your program and complete the corresponding section(s) of the table for the Institutional Essential Learning Outcome that you are evaluating at this time. Keep in mind that a single course or program cannot and is not expected to meet all of the Institutional Essential Learning Outcomes. However, each program is expected to contribute to at least one Institutional Essential Learning Outcome.

The first three columns of the table (Institutional Essential Learning Outcome, Assessment Methods/Measures, and Intended Results) represent your assessment plan. Complete this portion at the beginning of the academic year. The final two columns of the table (Results and Action Plan/Follow-Up to Improve Student Learning) can be completed after data collection has occurred.

*Assessment Methods/Measures:* Choose assessment methods (e.g., projects, activities, exam questions, assignments, etc.) that are relevant and appropriate for your program and best inform you about the strengths and weaknesses in student learning.

*Intended Results:* For each assessment, state a benchmark or target for student achievement. Keep expectations for student learning high, but attainable.

*Results:* Summarize the data you have collected and describe what the data have shown you. Sophisticated or complicated data analysis techniques are not necessary; just share what the data are telling you. Include both numbers and percentages whenever possible in order to tell a more complete story (e.g., "48% of the 64 students assessed...").

*Action Plan/Follow-Up to Improve Student Learning:* Describe any changes you will make or decisions you have made based on the analysis of your data. Changes can be small or big. In some cases, you may not want to make any changes until you have collected enough longitudinal data to show that the issue you have identified is consistent. In other cases, your students may be doing well on the assessment and you may not need to change your course for that particular IELO. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your course, explain why you have made that decision.

## Assessment Report

<b>Institutional Essential Learning Outcome</b>	<b>Assessment Methods / Measures</b> <i>What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?</i>	<b>Intended Results</b> <i>What is the performance target or benchmark for the assessment?</i>	<b>Results</b> <i>What were the actual results? (i.e., # of students met performance level / total # of students assessed = %)</i>	<b>Action Plan / Follow-Up to Improve Student Learning</b> <i>What changes will be made and/or decisions were made after reviewing the results?</i>
			Capstone (4): # students / total # assessed = % Milestone (3): #/# = % Milestone (2): #/# = % Benchmark (1): #/# = % Failed to Meet Benchmark (0): #/# = %	

## Assessment Report

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**Important Reminder:**

All of the selected Institutional Essential Learning Outcome needs to be integrated and assessed in your program. If there is a criterion (each row of the rubric and table above represents a criterion) of an Institutional Essential Learning Outcome that does not fit with your program content, curriculum, and the student learning that takes place, you may exclude one. If you do exclude a criterion, you must indicate which criterion you are excluding and the justification as to why below.

**Please list the IELO you are assessing at this time and the criterion you excluded.**

**Why did you exclude this criterion? How is this criterion not applicable to your program?**

### Section III: Analysis of Assessment Data

How was student learning affected through this assessment cycle? What did you learn during the process?

Reflecting back on your action plan from the last time you assessed the abovementioned outcomes (if applicable), please share how the student learning results compare after the actions were implemented or changes were made.