Edit Plan Item

Template: Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

📄 Report View

Name of degree/major or credential (example: Psychology BA/BS) *

The program offers degrees and majors that are consistent with its mission that each lead to clearly defined program-level student learning outcomes that are consistent with the recognized field of study for the degree level, prepare graduates for their intended path, and include designators aligned with the profession or a common framework.

Example Major, B.A.

Assessment Cycle State Date *

Give the start date for the most recent learning outcomes assessment period. By default, this is usually the most recent academic year. However, some programs may assess on a calendar year, or use other start and end dates.

07/01/2022 📅

Assessment Cycle End Date *

Give the end date for the most recent learning outcomes assessment period. By default, this is usually the most recent academic year. However, some programs may assess on a calendar year, or use other start and end dates.

06/30/2023 📅

Progress

▼

Providing Department *

📝 College of Career Readiness

Main Assessment Report Contact's Name

All faculty should be involved in assessing the program learning outcomes, and reviewing and using the date for program improvement. Please list the main contact person or person for the program's assessment report.

Assessment Contact's Email Address

The feedback from Assessment and Accreditation will be sent to the email address provided in this report, in addition to the Deaprtment Chair, if different.

Name of Department Chair

Please enter the name of the current Department Chair.

Department Chair's Email Address

Please enter the email address for the current department chair or lead.

☐ There were no students enrolled in this major/degree during the past year.

Please check this box if the statement is true.

☐ This is a new major/degree approved in the past 1-2 years.

Please check this box only if it applies to this major and degree. Only check this box if it is true for the most recent two years. For example, if it is now September 2022 and the program was first offered in August 2021, then check this box. If it is now September 2022, and the program was first offered in August 2019 (3 years ago), DO NOT check this box.

☐ This program is currently in an approved 'teach out' plan.

Please check this box only if this situation applies and this program has been approved by the State Board for discontinuation and has an approved teach out plan in place.

Program Changes in Past Year

Please decribe or list any changes to the program in the past year, including approved curricular changes, name changes, and/or organizational changes.

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☐ Learning Outcomes are Communicated to All Students in Program (check box if true)

Please check if students completing the program are aware of the program's learning outcomes.

Select the Methods the Program Used to Communicate Learning Outcomes with Students this Year

Select all that apply for the past assessment year.

☐ Listed in UI Catalog

☐ Listed on Department Website

☐ Included on Relevant Course Syllabi

☐ Shared via Social Media

☐ Included in Assignment Descriptions When the Assignment is Used for Assessment Purposes

☐ Included on Print Materials Distributed by Program

☐ Listed on Posters in Common Spaces

☐ Verbally Communicated to Students

☐ Communicated by Routine or Regular Email

☐ Listed in a Student Newsletter or other Group Communication

☐ Shared at a Student Meeting

☐ Invited Students to Participate in a Focus Group or Assessment Committee

☐ Other

☐ Learning Outcomes are Communicated to All Faculty (check box if true)

Please check if program faculty are knowledgeable of the learning outcomes for the program.

Select the Methods the Program Used to Communicate Learning Outcomes with Faculty this Year

Select all that apply for the past year.

☐ Listed in UI Catalog

☐ Reviewed at Department Meeting(s)

☐ Listed in a Faculty Newsletter or Group Communication

☐ All Faculty Participate on Program Assessment Committee

☐ Communicated by Routine or Regular Email

☐ Listed on Department Website

☐ PLOs are Included on Program Syllabi

☐ Verbally Communicated to Faculty

☐ Listed on Posters in Faculty Common Space

☐ Included on Print Materials Distributed to Faculty

☐ Included in Position Descriptions

☐ Other

Optional: Framework Alignment

If your learned outcomes are aligned with an industry or professional association/organization's framework, please specify the name of the organization. If not, leave field blank. (Examples: Programs may align with or repurpose specialized or programmatic learning outcomes/objectives, state/licensure standards, or national learning or competency frameworks such as AAC&U, DQP, or NACE.)

Curriculum Map

Please attach any curriculum mapping document(s) your program has created that aligns its learning outcomes with courses. A curriculum map is the documentation that shows where in the curriculum each program learning outcome is taught and assessed.

Plan Item Files ✚ File   ✚ Folder

There are no attachments.

Import Outcomes Data (from Anthology Outcomes)

Retrieve your learning outcomes assessment data from the most recent data collection period, corresponding with the start and end dates you entered for this report. Click on "+Outcome" or type outcome into box manually, if unable to import.

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✚ Outcome

No Outcomes have been added.

Description of Direct Measures Used

Please describe the direct measures used to evaluate each learning outcome assessed during this cycle. If multiple direct measures were used, please summarize with enough detail so that reader's of this report can understand why the program chose this measure, and how it specifically evaluates the critieria defined in the learning outcome statement. Please attach examples of the assignment, exam, or project as evidence.

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Description of Indirect Measures Used

Please describe the indirect measures used to evaluate each learning outcome assessed during this cycle. If multiple direct measures were used, please summarize with enough detail so that reader's of this report can understand why the program chose this measure, and how it specifically evaluates the critieria defined in the learning outcome statement. Please attach examples or evidence of these measures.

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Summary of Findings

Please summarize findings from data collected in the most recent assessment cycle. Include discussion of both direct and indirect measures to explain what the program learned from the data. (Optional: Upload or link any supporting evidence)

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Summary of Faculty Discussion

Please summarize faculty discussion of all the findings/results. What did the program learn and what changes are being considered to improve student learning or build on strengths identified from assessment? (Optional: Upload any evidence or supporting documentation, such as meeting minutes.)

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Equitable Assessment Practices

Describe how the program ensures its assessment methods and data analysis meet the needs of a culturally and demographically diverse student population.

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Checklist: Mark all that apply.

Programs should mark all practices that apply to their assessments in the past year.

- ☐ Ensure assessment aligns with what was taught
- ☐ Formatively assess students on a regular basis
- ☐ Differentiate assessment methods whenever possible
- ☐ Offer a variety of ways for students to demonstrate mastery
- ☐ Offer time for students to make up an assessment
- ☐ Create relevant and engaging assessments
- ☐ Context and criteria for assessing student work is clear and detailed (to reduce ambiguity and bias)

- [ ] Students are anonymous during the evaluation process (Canvas's anonymous grading feature or other system for fair evaluation)
- [ ] Make assessments rigorous but not rote
- [ ] Use a growth mindset when analyzing and discussing assessment results
- [ ] Emphasize student strengths, talents, skills, and effort, not course grades
- [ ] Faculty are willing to engage in critical reflection of who students are, how we can best serve them, and their own practice

Using Data to Close Equity Gaps

Equity means striving for the best possible outcome for each individual student, including that based on student perspective. Based on the program's analysis and discussion of both direct and indirect assessment results, what do culturally and demographically diverse students need to successfully master the program's learning outcomes? How is the program currently ensuring these needs are being met, or what will the program do to ensure these needs are met in the future?

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Summary of Changes/Improvements to Assessment Practice

Please summarize any changes or improvements being considered to the program's assessment plan/practices or data analysis in the next year. (Optional: Upload or link any evidence or supporting documentation.)

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There are no attachments.

Action Plan

As a result of the program's recent assessment, what action is planned to improve student learning and success? Please provide a brief description or list of actions, who will be responsible for the action, and what the expected timeline is.

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Inter-rater Reliability

Please briefly summarize how the program ensures faculty members evaluate students consistently with one another when assessing students for mastery of program learning outcomes (upholding similar standards or using similar criteria for evaluating student work).

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Closing the Loop

Please take a moment to reflect on past assessment efforts. Assessment is complete when the data has been used to improve student success. Briefly summarize improvements in student success, as a result of data-driven changes from past assessment cycles. Please begin by briefly describing the baseline condition or status, define the intervention applied, explain how the change was tracked over time, summarize results and conclusion, including any additional steps to be taken. (Optional: Upload any evidence or supporting documentation.)

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Quality Assessment Feedback

This item is completed by Assessment and Accredition. Feedback, when available, will be attached here. Information on how to interpret the feedback is at the end of the report.

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There are no attachments.

🗑 Delete
Done

⇅ Related ▾

Supports
(Connected Up)
+ Supports

No Connections have been added.

This Item

Supported By
(Connected Down)
+ Supported By

No Connections have been added.