**2023-2024 Student Learning Assessment Report: [Insert name of program, office, or gen-ed course]**

**Notes:**

* **Departments do not have to use this template. However, they should provide all relevant information in their reports.**
* **Departments should also include (1) rubrics they are using and (2) an updated curriculum map for undergraduate degree programs.**

**Please feel free to include in your report examples of rubrics and measures - that can be included outside the table provided below.**

**Target Deadline: October 1, 2024 (SUBMISSION WINDOW UNTIL DECEMBER 20, 2024)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Learning Outcomes** | **Assessment Procedures and Measures** | **Benchmark Target/Goal** | **Assessment Results** | **Use of Prior Information and Feedback** | **What Adjustment/Improvement is Planned?** |
| Learning Outcomes of the Program—Students will be able to: | How was the outcome assessed (i.e., what are your measures or method of assessment)? | We anticipate \_\_\_\_% of our students will meet \_\_\_\_.: (What is the fraction of students who were expected to meet the outcome?  | What were your findings? | We used what we learned and prior feedback to \_\_\_\_\_\_\_.State how the program used information from prior assessment reports to try to improve student learning (30 words or less).  | We will implement the following adjustment or improvement to enhance student learning based on the information collected \_\_\_\_: (state adjustment or improvement plan and target date in 30 words or less for each point) |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |
| 6. |  |  |  |  |  |

#### Some notes concerning the Student Learning Assessment template and explanations of information to be provided:

**Student learning outcomes**

Learning outcomes are what you want your students to know or to be able to do (skills) upon completion of the course or instructional program. Most of your outcomes should emphasize skills over specific knowledge content.

**Performance indicators (Measure)**

Performance indicators (or measures) are how you will measure student performance on an outcome. For example, for an outcome focused on oral communication skills, the performance indicator or measure can be student presentations that are reviewed by a faculty member using a rubric.

**Benchmark Goal/Target (Target goal of student population meeting a Learning Outcome)**

*"Our department believes this Learning Outcome will be fulfilled by this % of our students: (state evidence in 30 words or less)"*

Without this column, the form does not have a ‘cap’ on achievement, implying that the department is never doing enough and must keep raising the score. Because 100% of students achieving in all Learning Outcomes, or any one Outcome, may not be feasible (or appropriate to expect), Department Chairpersons with their departments will decide on what percentage constitutes a reasonable “Benchmark Goal/Target.” For example, the CLASS Department considered that 70% of students who achieve the specified Learning Outcome constitutes an appropriate “Benchmark Goal/Target”. This decision is within the purview of the department and program to develop and it may be different for different student populations (e.g., students completing their PhD vs. students in their first year of college).

State why the department believes the Learning Outcome has been fulfilled. If, at some future date, “Benchmark Goal/Target” is repeatedly achieved for an Outcome, the department will:

* consider ways to assist the student population that has not met the outcome,
* consider raising the percentage that constitutes “Benchmark Goal/Target”, and/or
* consider other learning outcomes.

**Use of Prior Information and Feedback**

This column is used to address the question – How are you ‘closing the loop’ on your assessment activities? Departments should briefly outline actions they have undertaken based on what they learned and/or the feedback they previously received.

**Adjustment/Improvement**

*"Our department will implement the following adjustment or improvement: (state adjustment or improvement plan and target date)"*

Assessment without associated actions to improve is a useless exercise. You should take steps to improve student performance on outcomes where there is room for improvement. Actions that answer the question *What are you planning to do to improve student learning?* should be described in this column.