Program:

Submitted By (Name & Date):

Academic Year (Summer, Fall, and Spring):

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| **A. Program Learning Outcome(s) Assessed (these should be observable and measureable)** | **B. Method & Procedure\*(see details below)** | | | | | | | | **C. Expectations for Student Achievement (indicate the target level of achievement, goals, or standards used for each measure or assessment)** | **D. Results**  **(% of Students Within Each Category)**2 **(provide results of each assessment method; report how well students performed in relation to target level of achievement)** | | |
| **Who (provide information about who completed the assessment for the corresponding program learning outcome)** | | **Type (Direct measures[[1]](#footnote-1) assess student achievement of LOs, e.g., projects, papers, exams, a prescribed formalized test, or other program requirements, e.g., portfolio.  Indirect measures assess thoughts about LOs,  e.g., surveys or focus groups.)** | | **Embedded Assessment  (data are embedded as part of the requirement for a course)** | | **Capstone (data are collected within a capstone class/assignment; a capstone is a culminating experience that integrates and applies learning)** | |
| # of Students | Class/ Course Level | Direct (preferred) | Indirect | Yes | No | Yes | No | % Did Not Meet | % Met | % Exceeded |
| *e.g., Upon completion of the degree, students are expected to be able to: Evaluate ethical frameworks and choose and defend a solution.\*\** | *200* | *Juniors; LEGS 3010 \*See Rubric Attached* |  | ☐ |  | *☐* | *☐* |  | *We expected that 80% of students will have achieved a 2 (meeting expectations) or higher on the assessment.* | *15%* | *70%* | *15%* |
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*\*\*Please list one course per line.*

**\*B. Method & Procedure Explanation: Provide a brief description of the assessment(s) and rubric(s) used to illustrate how expectations for student achievement are defined or attach a copy.   
Check here if an attachment is included.**

[Text Box]

**E. Actions Taken/Closing the Loop: Describe how the results have been shared with program faculty, and how they have provided input into decisions about curriculum improvements. Describe the connection between assessment results and program changes. Are there any additional actions that have been taken regarding the previous year’s learning outcomes?**

[Text Box]

**Reflection – If applicable, how did this past year impact the delivery and measurement of your program learning outcomes? Were there any process modifications?**

[Text Box]

1. Often direct measures are embedded within the course. However, for some accreditations, such as teaching, not all assessments are embedded.

   2 You may include tables, charts, or other visuals to highlight key findings, as appropriate. Each program has the option of using rubrics in Canvas to assess Learning Outcomes. If Canvas is used to collect assessment data, the Office of Academic Assessment can pull assessment reports for the program upon request. Please contact Jessica Turos ([jmturos@bgsu.edu](mailto:jmturos@bgsu.edu)) if you are interested in using Canvas as a collection method for program assessment data. [↑](#footnote-ref-1)