Program:

Submitted By (Name & Date):

Academic Year (Summer, Fall, and Spring):

**Section I: Plan for Student Assessment**

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| **A. Program Learning Outcome(s) (LO) Assessed**  **(these should be observable and measureable; list the Program Learning Outcomes from the previous two short-forms submitted and the Program Learning Outcomes assessed for the current cycle)** | | **B. Method & Procedure** | | | | | | | | **C. Expectations for Student Achievement (indicate the target level of achievement, goals, or standards used for each measure or assessment)** |
| **I. Who (provide information about who completed the assessment for the corresponding program learning outcome)** | | **II. 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.)** | | **III. Embedded Assessment (data are embedded as part of the requirement for a course)** | | **IV. Capstone (data are collected within a capstone class/assignment; a capstone is a culminating experience that integrates and applies learning)** | |
| Year | Learning Outcome | # of Students | Class/Course Level | Direct (preferred) | Indirect | Yes | No | Yes | No |
| *AY 2017-2018* | *e.g., Upon completion of the degree, students are expected to be able to: Evaluate ethical frameworks and choose and defend a solution.\*\** | *200* | *Junior; LEGS 3010  \*See Rubric Attached* | ** | *☐* | ** | *☐* | *☐* | ** | *We expected that 80% of students will have achieved a 2 (meeting expectations) or higher on the assessment.* |
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**D. Assessment Instruments and Rubrics –Describe or attach assessment instruments and rubrics used to illustrate how expectations for student achievement are defined.**

**Check here is an attachment is included.**

[Text Box]

**Section II: Results & Conclusions**

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| **A. Program Learning Outcome(s) Assessed[[2]](#footnote-2)  (these should be observable and measureable; list the Program Learning Outcomes from the previous two short-forms submitted and the Program Learning Outcomes assessed for the current cycle)** | | **B. Results**  **(% of Students Within Each Category)[[3]](#footnote-3)**  **(provide results of each assessment method; report how well students performed in relation to target level of achievement)** | | |
| Year | Learning Outcome | % Did Not Meet | % Met | % Exceeded |
| *AY 2017-2018* | *e.g., Upon completion of the degree, students are expected to be able to: Evaluate ethical frameworks and choose and defend a solution.* | *15%* | *70%* | *15%* |
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**C. Results Description – Please provide details regarding the three areas below.**

**1. Provide a brief narrative both quantitative and qualitative describing the results. Compare results to past trends, as appropriate. Include tables, charts, or other visuals to highlight key findings, as appropriate.**

[Text Box]

**2. Describe the findings in a way that makes it clear how they provide the basis for program decision making.**

[Text Box]

**3. Evaluate the assessment methods by briefly discussing strengths and weaknesses of the assessment methods used.**

[Text Box]

**Section III: Closing the Loop**

**A. Connecting Results and Program Changes – Clearly describe the connection between assessment results and program changes.**

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| **I. Actions Taken/Next Steps  (identify actions taken and/or logical next steps for changes to the program; if there were no actions taken or next steps identified please explain rationale)** | **II. Target Completion Dates of Action Steps** | **III. Person/Groups**  **Responsible for Each Action Step** | **IV. Necessary**  **Resources, if applicable** |
| *e.g., Consider adding an in-class review of framework evaluation steps and processes.* | *Fall 2019* | *Faculty* | *Incorporate this time into the syllabus; faculty to generate list of tips* |
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**B. Learning Outcome Changes – Clearly describe the connection between assessment results and changes to programmatic learning outcomes.**

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| --- | --- |
| **I. Actions Taken/Next Steps**  **(identify actions taken and/or logical next steps for changes to the program; if there were not actions taken or next steps identified please explain rationale)** | **II. Target Completion Dates of Action Steps** |
| *e.g., Revise the following learning outcome and make it observable and measureable – Understand the implications of society on the field* | *Spring 2020* |
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**C. Assessment Method/Plan Changes – Clearly describe the connection between assessment results and changes to the assessment methods/plans.**

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| **I. Actions Taken/Next Steps**  **(identify actions taken and/or logical next steps for changes to the program; if there were not actions taken or next steps identified please explain rationale)** | **II. Target Completion Dates of Action Steps** |
| *e.g., The Curriculum Committee will review the current assessment plan and identify courses that can be used to better evaluate the program learning outcomes.* | *Spring 2020* |
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**D. Consideration of Prior Feedback – Briefly explain how previous feedback from assessment report reviewers (e.g., SAAC) has been considered and acted upon.**

*e.g., Based upon feedback from previous SAAC reports, we have formalize the process for sharing the assessment data with faculty. Now we provide the assessment data at a departmental meeting each semester and have a brief discussion about the implications.*

[Text Box]

**E. Showcasing Student Learning – Explain how assessment results have been/will be used to showcase or promote student learning success or program achievements in learning. Discuss how assessment results have been communicated to specific target audiences. Describe how the results have been shared with program faculty.**

*e.g., Students in this program showcase their learning during a research poster presentation. Faculty from the program attend the poster presentation session, along with internship supervisors and community members.*

[Text Box]

1. Often direct measures are embedded within the course. However, for some accreditations, such as teaching, not all assessments are embedded. [↑](#footnote-ref-1)
2. If a Learning Outcome was to be assessed but was not, please do not include it in Section II.A. Instead, include the plans to assess it in Section III.A: Closing the Loop. [↑](#footnote-ref-2)
3. 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-3)