**[Program Assessed] AY ####-#### Assessment**

***Phase 1: Assessment Plan***

**Learning Outcome assessed:**

**[Program] Learning Outcome ##: LO Title**Learning Outcome Detail.

**Assessment Method:**

Simple description of assessment method

Examples: Final Presentation, Exam Question, Written Assignment

**Targeted performance, based on rubrics:**

Simple assessment target

There is room in the evaluation process and rubric to elaborate.

Example: 80% of students meet or exceed expectations

**Evaluation Process:**

Short narrative elaborating on the assessment method process

Lay out the assessment method in more detail. For example, if this was a set of questions embedded in exams across multiple sections, include the text of the questions. This is also the place where the evaluation process is laid out. Was the assessment based on test scores, outside evaluator judging against a rubric, or some other method?

Example: Students gave group presentations at the end of the course. These final presentations were scored by a team of evaluators using a 4 point rubric. Teams were evaluated on three areas as detailed in the rubric below. Students were given a written assignment to supplement the final presentation. These were scored against a separate rubric by an adjunct professor operating as an outside evaluator.

**Rubric:**

Rubrics used for each section of the assessment

If the rubric is relattively short, include it here. Alternatively, describe the basic tennents of the rubric(s) here and include them as an addendum at the end of the report.

**Course where learning outcome was assessed:**

Program, course(s), and section(s) where the LO was assessed

**Evaluator(s):**

Names or descriptions (e.g., industry specialists) of evaluators

***Phase 2: Results Assessment and Planned Action***

**Results:**

Result data and interpretation.

This section is broken in to two sections. There should be some data representation of the student performance. Typically students are assessed on a 4 point rubric. In this case show the number of students falling in each category, plus the percentage of students meeting or exceeding expectations. If there are multiple sections assessed against separate rubrics, present the data separately.

After the data is presented, include a short narrative interpreting the results. This is an opportunity to asses both the student level of achievement and the assessment process itself.

Example: BUS 406 Assessment Data:

**BUS 406 Diversity/Inclusion Rubric Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Number of students achieving target | | |  |  |  |  |
| Categories: | Exceeds Expectations | Meets Expectations | Below Expectations | Novice |  | % Students Meeting or Exceeding Expectations |
| = 4 | 3 - 4 | 2 - 3 | < 2 |  |
| Diversity Awareness | 5 | 24 | 10 | 0 |  | 74% |
| Factual Diversity/ Inclusion Knowledge | 5 | 26 | 8 | 0 |  | 79% |
| Diversity/ Inclusion Practice | 10 | 23 | 6 | 0 |  | 85% |

Students met or exceeded expectation on all 3 categories of the Diversity/Inclusion Rubric. Performance was strongest in the Diversity /Inclusion Practice section.

The process and rubric not appear to differentiate students.

**Suggested Action:**

Recommended action based on evaluation performance

This section can be used to suggest changes to the program, the assessment process, rubrics, or even the learning outcome itself.

***Phase 3: Closing the Loop***

In the year that the assessment is made, this is good place to describe how the suggested actions might be evaluated in a future assessment cycle. When that cycle is complete, the results can be added to this document to finalize the report.