**COLLEGE OF**

**Department of**

**Program Name**

**I. MISSION STATEMENT**

*The academic program mission statement is a clear, concise statement outlining the ultimate principles that guide the work of the program. The statement addresses the purpose, primary activities, and whom the program serves. The statement identifies program goals and/or activities that impact specific elements of the institutional mission. If applicable, the statement is aligned with the standards of an external professional organization.*

**II. STUDENT LEARNING OUTCOME # 1**

*Student learning outcomes are specific statements that articulate the discipline-specific content, skills, and/or dispositions students should gain or improve through engagement in the program. Outcomes are measurable and stated with clarity and specificity. Outcomes are clear about what group of students will achieve mastery and at what point in the student’s progression through the program they will do so. Outcomes contain precise, measurable, and observable verbs that reflect an appropriate depth of knowledge for the program. Outcomes also contains a discipline-specific description of the content knowledge, skills, and/or dispositions that students will demonstrate. A reasonable number of student learning outcomes are identified, enough to adequately accomplish the mission of the program while still manageable to assess on an annual basis. Overall outcomes align with the program mission, focus on the central aspects of the discipline/field, and reflect an appropriate level of expectation for the program level/type.*

1. **TEACHING STRATEGIES for Outcome 1**

*Teaching strategies address where and how student learning outcomes are mapped and addressed in the program’s curriculum. A curriculum map is included demonstrating in which program courses the student learning outcome is introduced, reinforced, and mastered. A continuum of learning is demonstrated on the curriculum map with student learning outcomes well balanced throughout the courses/experiences in the program and appropriate depth of coverage for each outcome. Courses/experiences are linked to student learning outcomes with multiple and diverse opportunities for students to obtain the content knowledge, skills, and/or dispositions specific to the discipline. Strategies for teaching the student learning outcomes throughout the academic program are clearly described. A description of why the teaching strategies were chosen or how they were developed is included. Strategies were chosen based on potential effectiveness and show a direct connection to student learning outcomes.*

1. **ASSESSMENT METHODS for Outcome 1**
2. **MEASUREMENT TOOS AND ASSIGNMENTS**

*The first portion of the Assessment Methods section contains a description of the measurement tools and associated assignments, how they align with the student learning outcomes, and their validity. Detailed description of measurement tools and their alignment with the student learning outcomes are provided. If an objective test is used as a measurement tool, a test blueprint is included mapping individual questions to the outcome (or components of the outcome) and expected levels of mastery are indicated. If an analytic rubric is used as a measurement tool, each trait is mapped to the outcome (or components of the outcome) and each level specifies expectations. Additionally, a detailed description of the assignments and their alignment with the student learning outcomes are provided. If a performance based assignment is evaluated with an analytic rubric, the assignment prompt is described to indicate relevance to the student learning outcome and the expected level of mastery. A description of the test or rubric development process is included to illustrate appropriateness and accuracy (validity and reliability) of the tools. Multiple measures can be included; direct measures can be supplemented with indirect measures.*

1. **DATA COLLECTION AND INTEGRITY**

*The second portion of the Assessment Methods section contains a description of when measurement tools are applied, to whom, at what point in the program, and how the program ensures consistency across multiple administrations of the tools and assignments. Enough information is provided about administration of the measurement tool and data collection process to generate confidence in the findings. The includes: adequate student population targeted with an assignment and measurement tool; sufficient sample size for statistically significant results (especially if different than the student population), with a rationale for representative sampling (if appropriate); consistent student motivation conditions across multiple administrations of the assignment and measurement tool; and use of multiple raters for performance based assignments as well as norming and reconciliation process (how all raters apply and score the measurement tool consistently). Data collection occurs throughout the curriculum and involved multiple faculty members. An ongoing, inclusive, systematic process is in place for collecting data to make decisions and improve learning within the program, appropriate to the program’s internal and external constituencies.*

**C. RESULTS for Outcome 1**

*Results contain a clear and concise illustration of data collected. It includes a narrative and/or table with sample size, count, averages, percentages, and ranges as appropriate to the assessment tool. For objective test, results are presented according to the text blueprint (alignment of outcomes, questions, and cognitive level) and item analysis information is provided. For rubrics, results are presented according to rubric trait and level, including counts as well as percentage. Students’ performance strengths and weaknesses are clearly visible. New findings are compared to past trends, as appropriate. Tables and/or graphs are used to effectively communicate the results.*

**D. DISCUSSION for Outcome 1**

*Discussion explains the meaningfulness of the data presented in the Results section with a clear, complete, and succinct analysis focusing on the interpretation of and reflection on the assessment data. Interpretation is aligned with a program’s student learning outcomes. Interpretation is explained in terms of the desired levels of student performance, and is based on student achievement of those levels. Interpretation is justified through current disciplinary standards, previous results and/or benchmarks. Interpretation includes how courses, experiences, and/or the assessment process might have affected results. Interpretation indicates the appropriate collaboration and consensus of multiple internal stakeholders (e.g., program faculty, committees, staff, and/or students). Interpretations are aligned with the program’s action plans, detailed enough to justify programmatic decisions concerning changes in curriculum or instruction, and are sufficient to support programmatic decisions.*

**E. ACTION PLANS for Outcome 1**

**i. IMPACT OF PAST IMPROVEMENTS AND CHANGES**

*The first portion of the Action Plans section includes proposed action plans from the previous cycle, who implemented it, when it was implemented, and the outcome of the implementation. All proposed actions from the prior year’s action plan are specifically addressed. Implemented actions produced associated data which informed the assessment process. The report reflects with sufficient depth on the implementation of proposed actions and the data returned from them during the assessment cycle. If actions proposed during the previous cycle were not implemented, reasonable justification is given. If actions taken during the current cycle were not proposed during the previous cycle, they are reasonable justified through external evidenced. The report reflects with sufficient depth on the implementation of proposed action and the data returned from them during the assessment cycle.*

**ii. USE OF ASSESSMENT RESULTS FOR FUTURE PROGRAM IMPROVEMENT**

*The second portion of the Action Plan section includes strategies planned for program improvement moving forward. Actions are focused primarily on student learning; modifications to the assessment process are minimized. Actions are designed to improve instruction and/or curriculum with rationale for action based on data and analysis of results.*

*Proposed actions are directly connected to the SLOs. Proposed actions are data-driven, directly relate to the results/discussion. Proposed actions focus on the improvement of the educational program and student learning. If modifications are made to the assessment process, they are data-driven. Proposed actions contain a process for evaluating their effectiveness. Proposed actions are specifically detailed, including approximate dates of implementation and notes about where in the curriculum and specific classes they will occur. Proposed actions demonstrate evidence of input from multiple internal stakeholders. If a student learning outcome is not addressed by any proposed actions, justification is given for maintenance of ongoing curriculum and instruction. Carryover actions from the previous cycle are noted.*

***Repeat the format of listing each Student Learning Outcome, Teaching Strategies, Assessment Methods, Results, Discussion, and Action Plan as needed for the program.***