| **Assessment Template**  **Expected Plan Submission: Oct. 4, 2024**  **Expected Report Submission: May 30, 2025** | |
| --- | --- |
| **Program Name:** | **Convener:** |
| **Curriculum Map Attached? Yes or No** | **Assessment Coordinator:** |
| **Please List the Program’s Current Student Learning Goals & Outcomes with When the Outcomes Will Be Assessed.** | |
| **Outcome Being Assessed:** | |
| **Measure 1: DIRECT ASSESSMENT (all programs must have at least one direct measure)** | |
| Who will assess the outcome (While two readers are preferred, it may be efficient and effective in some situations to have the instructor score student products if these are, for example, deeply embedded in Canvas or require specialized knowledge)? |  |
| What is the instrument or method (e.g., rubric, survey, multiple-choice questions…)? |  |
| What is the student product (e.g., paper, final exam question)? |  |
| What is the assessment process (e.g., blind review after an inter-rater reliability session and number of readers)? |  |
| What semester is the assessment (e.g., fall semester)? |  |
| What courses or which student populations will be used for the assessment (e.g., CA 456)? |  |
| How many student products are in the assessment? Please include the final number of student products assessed in the program’s spring report. | [Add this information when submitting the program’s assessment report in the spring semester] |
| **Achievement Target**  *Recommended achievement targets range from 70% to 80%, but programs can set their own.* |  |
| **Past Assessment Findings**  *Review past assessment reports to find your results for the last time the outcome and measure were used and include these results here. If no comparable previous results are available due to changes to outcomes or assessment measures simply indicate “not applicable” and the reason why.* |  |
| **Current Findings** | [Add this information when submitting the program’s assessment report in the spring semester] |
| **Measure 2: DIRECT or INDIRECT ASSESSMENT (all programs must have at least one direct measure)** | |
| Who will assess the outcome (While two readers are preferred, it may be efficient and effective in some situations to have the instructor score student products if these are, for example, deeply embedded in Canvas or require specialized knowledge)? |  |
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| **Current Findings** | [Add this information when submitting the program’s assessment report in the spring semester] |
| **CLOSING THE LOOP & REASSESSMENT**  *Consider the findings for* ***both*** *measures of this outcome and compare these results to previous assessments in light of past actions (if possible). If comparisons are not possible, indicate “not applicable” and the reason why.* | |
| **Past Actions**  *What were the program’s actions for unmet achievement targets for this outcome and were these actions implemented? If not, why not?* |  |
| **Reassessment**  *Compare the current findings to the previous findings. Did the implemented actions improve student learning?* | [Add this information when submitting the program’s assessment report in the spring semester] |
| **Current Actions**  *Provide a specific action for each unmet achievement target. If you assessed the outcome in the past, indicate if you plan to add a new action or enhance the existing action. Use the document on suggested loop-closing strategies*. | [Add this information when submitting the program’s assessment report in the spring semester] |
| **Actions Implemented Since Last Report**  *Has the program implemented actions for outcomes not being assessed this year since the last report? If so, please report the actions here. If there are no new actions to report, indicate “none.”* | [Add this information when submitting the program’s assessment report in the spring semester] |
| **Support or Resource Request**  What support or resources, if any, would help facilitate implementing these assessment actions (e.g., none, request faculty line, purchase software, purchase laboratory equipment, hire adjunct, etc.)? | [Add this information when submitting the program’s assessment report in the spring semester] |

*Note: Some convening groups and schools have adapted the plan template to address specific disciplinary or accreditation needs, although the basic information remains the same. Externally accredited programs should use a format that facilitates compliance with program accrediting bodies.*

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