*Instructions: Every year, each degree-granting program should assess at least one or two program learning outcomes (PLOs). Each PLO does not have to be assessed every semester/year. It is expected that all PLOs are assessed at least once over a 6-year (program review) cycle.*

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| Submitted by |  |
| Title/Position |  |

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| Program |  |
| Date |  |

1. **Summary of the Report:** *Please provide a summary/abstract (max. 250 words) indicating the assessment data collected this year, key assessment results, and proposed improvements. You may also include information such as assessment team members, the sample size for each method, how data were analyzed, whether the results were discussed in a faculty meeting, whether action items had been established, and the timeline for taking action based on results.*
2. **PLO Description:** *Please provide a full description of the PLO(s) assessed this year. For example: PLO#3: Think critically and creatively and apply qualitative and quantitative reasoning to address complex challenges and everyday problems locally and globally. Also identify its linkage to institutional learning outcome(s).*
3. **Assessment Measures and Evidence:** *Describe direct and indirect measures used for assessment such as student course work, surveys, exit interviews, etc. Is the evidence formative or summative? Which courses is the evidence from? What is the size of the sample?*
4. **Assessment Process:** *Describe assessment process used to analyze each line of evidence including how the courses were selected, how the evidence was collected, whether assessment rubrics were used, and who were involved in the process.*
5. **DEI in Assessment:** *Did your assessment address diversity, equity, or inclusion (DEI) and if so, how? For example, what are your DEI goals? Are they aligned with the university values and strategic plans? Did your program gather demographic data on student enrollment and outcomes to identify disparities? Did you employ culturally inclusive assessment methods and develop metrics to evaluate your program's impact on marginalized students? Please share your program's experience or plan to integrate DEI into the assessment of student learning outcomes.*
6. **Student Awareness of PLOs:** *Please describe how you ensure that your students are aware of your PLOs. Provide a current link to your PLOs on your website.*
7. **Results of Student Learning:** *Please describe the results in detail for each line of evidence collected. Based on the results, did your program achieve its standards for success? Please consult your Assessment Plan for your standards of student success.*
8. **Participants in Discussing/ Reviewing Results:** *List all who participated in discussing learning results and implications. Were students involved in discussing the findings and if so, how?*
9. **Discussion of Results for Program Improvement:** *Based on discussions with your faculty about your compiled results, what did your findings demonstrate? What is the significance of these findings for your program? Are there any changes needed for program improvement?*
10. **Past Proposed Changes:** *Describe past proposed change(s) for program improvement identified in your previous year's assessment reports. Are there any suggestions or recommendations made by USLOAC in the previous feedback letters?*
11. **Status of Past Proposed Changes (Closing the Loop):** *Explain what kind of progress was made in the planned past changes. Highlight previous changes you have made that have improved student learning and helped your program achieve all standards of student success. Please also discuss how your program has addressed the USLOAC comments in the previous feedback letters.*
12. **Proposed Effective and Completion Dates:** *When do you hope to implement changes (action items) based on the current assessment report? Programs are expected to act on changes during the current academic year and report on the evaluation of changes in the following academic year.*
13. **Additional Comments:** *Feel free to provide additional comments that have not been addressed in previous sections.*