Explanation of fields in the Program/Major Learner Outcome Form in the Academic Assessment Plan

Field	Explanation
Academic Major:	Pre-populated by the system
Person Completing Report:	Units enter the names of those who have access and work in the preparation and posting of the report. The unit updates this field annually after the roll-over from the previous year. Entering names allows the College and Institutional Reviewers know who to contact if there are any questions.
Assessment Team Members (Optional):	List all of the unit's personnel engaged in this assessment. This is different from *Person Completing Report* (field above) in that Assessment Team Members may include all instructors engaged in the assessment of the specific learning outcome.
AY Start:	Pre-populated by the system
AY End:	Pre-populated by the system
Learner Outcome Number:	Enter the number (Arabic numeral) of the learner outcome
Learner Outcome (Required):	A brief statement describing what students should be able to demonstrate to know
Description (Optional):	Use this to provide additional supporting information relating to this outcome, if needed. Examples of information are a more detailed outcome statement or a reason why this outcome is important. Those programs that undergo programmatic accreditation may use this to explain how the outcome relates to the standards of their programmatic accreditation.
Term data collected (Required):	Predetermined selections, can select more than one: Fall Semester, Spring Semester, Summer Term
Course(s) or collection schedule detail (Optional):	List courses used to assess this outcome or the time or frequency, such as each fall semester.
Direct Assessment Method(s) (Required): *NOTE: Added for the 2013-2014 academic year and thereafter*	Select those that are appropriate; if not on list, please select Other (please describe below). You may select more than one, if needed. CCTST (Critical Thinking Test) Doctoral Dissertations Embedded course work Graduate comprehensive exam Internship/practicum/coop observation Laboratory reports Licensure exams Master's theses Oral defense

Field	Explanation
	Oral presentation
	Portfolio review
	Rubric for a direct measure
	Senior theses
	Major field test (THEC, ETS, PRAXIS, ETC.)
	Other (please describe below)
Direct Assessment Method(s) Description:	Describe your direct assessment method(s) in more detail (at least one direct method needed for each outcome). Include supporting documentation of assessment (i.e., standardized test results report; rubric used for scoring student work).
	If "Other" is chosen from the above list, a detailed explanation should be provided here.
Indirect Assessment Method(s): *NOTE: Added for the 2013-2014 academic year and thereafter*	Select those that are appropriate; if not on list, please select Other (please describe below). You may select more than one, if needed.
	Alumni survey/focus group
	Employer survey/focus group
	Internship/practicum/coop student self-assessment
	Presentations - conferences, professional
	Publications
	Reflective writings
	Senior Exit interviews
	Student survey/focus group
	Other (please describe below)
Indirect Assessment Method(s) Description:	Describe your indirect assessment method(s) in more detail. Include supporting documentation of assessment (i.e., actual surveys, questionnaire used in focus group or exit interviews).
	If "Other" is chosen from the above list, a detailed explanation should be provided here.
Assessment Results & Analysis (Required):	Provide appropriate data, describe and interpret the results of the direct and indirect assessments as findings relate to the outcome.
Baseline Resources (Optional):	Use this field to import reports from Baseline
Action(s) Taken Category(ies) (Required): *NOTE: Added for the 2013-2014 academic year and thereafter, used for internal tracking* See page 5 for a description for each of these actions.	This field is used to categorize the types of actions. These actions can be initiated, in progress, or completed. Select as many as appropriate for this outcome.
	Assessment methodology
	Assessment outcome revision
	Student support/ mentoring
	Course revision
	Criteria/benchmarking changed
	Curriculum change
	Faculty development/ training
	Pedagogy/ instructional strategy
	No action(s) taken after review

Field	Explanation
	No students enrolled/graduate
	Extended Cycle (Provide an explanation in Notes field)
Action(s) Taken (Required):	Describe the specific actions linked to learning that were taken by the faculty as a result of the assessment (changes made to specific course(s) or the curriculum).
	Provide date of faculty meeting(s) when action was discussed and when changes went into effect.
	Can attach minutes of the meeting, curricular documents submitted to college, etc.
Next Scheduled Assessment Analysis Term (Required):	Fall semester, spring semester, summer term
	This is to designate the next time the faculty will complete the assessment analysis (review samples of student work, review test results, etc.)
Next Scheduled Assessment Analysis Year (Required):	Select the appropriate academic year in which this outcome will next be assessed. It should not be more than three years out without an explanation in the Notes section below.
Notes:	This field is a way to explain any significant changes or characteristics of the program that will impact assessment, such as
	1) **program reorganization/ restructure** (attach any minutes from a faculty meeting or other documentation that support this action),
	2) **retiring or major revision to an outcome** (attach any minutes from a faculty meeting or other documentation that support this action),
	3) **assessment cycle for this outcome**,
	4) **discussion of program size**
	5) other information that will benefit the department into future assessment cycles
Progress: See page 6 for description of each of these progress statuses.	Select the appropriate step; needed in order to appear in workflow for approvers. When final review is complete, "Institutional review complete" will be selected.
	Analysis ongoing Ready for College approval Ready for Institutional review (*NOTE: selected by the College Reviewer*) Institutional review complete (*NOTE: selected by the Institutional Reviewer*) Delayed Retired Overdue (*NOTE: Selected by the College approver or Institutional Reviewer*)

Field	Explanation
College Approval:	Select the appropriate office to whom you will submit your report for review; use the pull-down menu
Date of College Approval:	Enter date when approved by Office of the Dean personnel.
Institutional Review:	After the College approval is completed, the reviewer selects from the menu Provost's Office
Date of Institutional Review:	Enter date when reviewed at the Institutional level.
College and Institutional Review Notes:	Used by the College and Institutional Reviewer to provide feedback and guidance on improving the report. This will not be included in reports generated for outside agencies.
Program level:	This is for administrative purposes to allow sorting by degree level. Select the appropriate level for this particular outcome: Bachelor's Master's and EdS Doctoral (research and professional) Graduate Certificate

Action(s) Taken Category(ies) Choices

Assessment methodology: Describes changes/ revisions to assessment methods, including development of new instruments (i.e. new rubric). This action should be used sparingly.

Assessment outcome revision: Describes revisions to the wording of the outcome to modify its intent, as well as the retiring or addition of new outcome. This action should be used sparingly.

Student support/ mentoring: Describes any program-wide initiative to provide support to students to enhance learning such as adding review sessions for licensing exams or publishing workshops, making revisions to student handbook to clarify procedures that directly impact learning, creating new mentoring guidelines, revising the process for checking student progress, or similar actions.

Course revision: Describes any changes made to the content of a course not based on individual instructor preference, such as adding a new content unit, revising a required assignment, changing a required textbook, adding a practicum rotation, implementing common course outcomes, rearranging the presentation of subject across multiple courses, or similar actions.

Criteria/ benchmarking changed: Describes changes to the criteria for success used to determine whether the outcome was met. (i.e. Seventy-five percent of students will score a 4 or higher, or 80% of candidates will submit a journal article as first author.)

Curriculum revision: Describes addition of a new course, changes in the sequencing of courses, changes in prerequisites, deleting an obsolete course, adding a required internship, or similar action.

Faculty Development/ Training: Describes any development activities the program organizes to further the teaching of the learning outcome. This may include training of practicum supervisors, convening of norming session for faculty using a program rubric, or similar action.

Pedagogy/ Instructional strategy: Describes activities used within or across courses to address a learning outcome, such as sharing a rubric with students; adding a writing or speaking assignment; adding program-wide, end-of-semester program-wide poster presentations; or similar action.

No action(s) taken after review: Results were shared and discussed with the faculty who subsequently decided no changes were needed this year.

No students enrolled/ graduated: The assessment was not carried out because there were no students in the course or in the program. Actions should indicate that sampling will occur over multiple semesters or even multiple academic years (typically, no more than three years).

Extended Cycle: The outcome is not assessed this current cycle because it is on an extended cycle (assessed on alternate years or once every three years). The cycle should not be more than three years. An explanation of the cycle should appear in the Notes field.

Progress choices and uses

You must select one of these choices. If you do not, the field remains empty, indicating there is no activity and must be addressed by the unit.

Icon	Explanation
	Analysis ongoing: selected when a department has assessment results and is in the process of reviewing, discussing and before actions are identified. Used as a status update to inform others that the department is not done with analysis and discussion. **Also used if Extended Cycle is chosen in the Action(s) Taken Category(ies) (Required) choice box.** Icon = clipboard.
	Ready for College review: selected when the department has finished the report for a specific outcome. Icon = green arrow.
	Ready for Institutional review (*NOTE: selected by the College Reviewer*): selected by the associate dean when their review is complete and the college is satisfied with the report. Icon = orange arrow.
	Institutional review complete (*NOTE: selected by the Institutional Reviewer*): selected by the Assessment Steering Committee when the institutional review is complete and the report is considered complete and final. Icon = orange flame.
	Delayed: data reporting, analysis, or actions are delayed due to low or no enrollment and the outcome ***could not be completed as <u>originally</u> planned***. Icon = notepad with a pencil.
	Retired: used when a department determines after several assessment cycles that this outcome is continually being successfully met and the department wants to focus on other aspects of the program OR when professional standards or the job sector shifts emphases and new outcomes are needed. ATTACH under the Notes section any minutes or other documentation that supports the retirement of an outcome. Icon = red "X".
	Overdue (*NOTE: Selected by the College approver or Institutional Reviewer*): used by the department to indicate that the analysis is not complete and actions are not taken by the May 31, 2014 deadline or in the future, the September 15 annual deadline. Alerts the associate dean and others that work is still needed to finalize the outcome report. Icon = orange yield triangle with an exclamation mark in the middle.