**2021-2022 Assessment Reporting Template for Graduate and Undergraduate Programs**

**There are four sections to the Annual Assessment Reporting Template:** Program Summary Information, Student Learning Outcomes (Table 1), Program Outcomes (Table 2), and General Questions. **Please follow the directions at the beginning of each report section and provide the information requested.**

**Reports are due June 30, 2022**. If you need assistance, please do not hesitate to contact Bethany Bodo, Director, Institutional Effectiveness, Office of Analytics and Institutional Effectiveness, at [bbodo@vt.edu](mailto:bbodo@vt.edu).

**Program Summary Information**

**Directions:** Please provide the name and academic level of the degree program, the department chair, the assessment point of contact, and the program mission statement.

***Degree Program:***

***Department Chair:***

***Point of Contact Regarding Assessment (if different than Chair):***

***Program Mission Statement***:

**Table 1: Student Learning Outcomes (SLOs)**

**SLO Process Column Directions (all sections should be completed for all of the program’s SLOs):**

* Each program should have a ***total of 5 to 8 SLOs***, unless a discipline-specific accrediting body requires more.
* Programs should provide **all of their SLOs with corresponding measures and targets**, even if specific outcomes were not measured during the current cycle.
* Please be sure that each of your SLOs has a measurable action verb (for example, “Students will be able to design a research project” **instead of** “Students will understand how to conduct research”). When selecting an action verb, identify the verb that most relates to how your program will assess students’ learning. Bloom’s Taxonomy can be a helpful resource in selecting a measurable action verb. You can access Bloom’s Taxonomy here: <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>
* Every SLO should have at least one **direct measure**. **Direct measures** are those in which faculty members or other reviewers directly evaluate student work that demonstrates the specific knowledge, skill, ability, or competency described in a student learning outcome. These should not be overall project grades or test scores. Rather, if a project is used, students’ ability on only that specific SLO of interest should be evaluated. In contrast, indirect measures of SLOs typically ask students to reflect on their learning or abilities but do not provide direct evidence of the learning.
* Programs should be **measuring 2 to 3 of their SLOs** every year.
* In the “2021 - 2022 AY Findings” column, programs should:
  + For all SLOs, indicate when this SLO was last assessed and when it will be assessed next.
  + For measured SLOs, also include findings and whether or not the target was met.

**SLO Use of Results Column Directions (all sections should be completed for SLOs measured by the program during the current year):**

* **Comments on Findings:** Please reflect on the findings. What do these mean to your program and student learning in this area? Does the program plan to change its assessment strategy for this SLO?

\*\*Please note: Action plans for improving student learning in this area should be presented in the next column.

* **Action Planning:** The primary goal of assessment is for programs to continuously make improvements to enhance student learning. Therefore:
  + Programs should provide an action plan for every unmet SLO: What is the program planning to do or change to improve student learning in this area?
  + If all SLOs were met: The program should determine if any SLOs that would benefit from increased attention and indicate what the program plans to do to further support student learning in this area.
  + An action plan should be included for all SLOs with unmet target OR at least one SLO each year, even if all targets were met.
* **Comments on Past Action Plans:** The program should provide comments on previously implemented action plans to enhance student learning for this specific SLO.
* Programs should assess **each of their outcomes at least twice during a five-year period.**

| ***SLO Process***  ***Complete all columns in this section for each of the program’s SLOs.*** | | | | ***SLO Use of Results***  ***Complete columns for SLOs measured during the current cycle.*** | | |
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| ***Student Learning Outcomes (SLOs)***  *Include all SLOs.* | ***Assessment Measures***  *Provide a measure for each SLO.* | ***Targets***  *Based on the measure, include a target for each SLO.* | ***2021 – 2022 AY Findings***  *For all outcomes include: When was this SLO last assessed and when will it be assessed next?*  *For measured outcomes include: Specific findings and whether or not the target was met.* | ***Comments on Findings***  *Include comments on findings for each SLO measured. What do these findings mean to your program and student learning in this area? Does the program plan to change its assessment strategy for this SLO?* | ***Action Planning***  *An action plan should be* ***included for all SLOs with unmet targets*** *OR* ***at least one SLO each year****, even if all targets were met.* | ***Comments on Past Action Plans***  *What action plans have been implemented for this outcome in the past? How have those changes affected student learning and/or program quality?* |
| SLO #1: |  |  |  |  |  |  |
| SLO #2: |  |  |  |  |  |  |
| SLO #3: |  |  |  |  |  |  |
| SLO #4: |  |  |  |  |  |  |
| SLO #5: |  |  |  |  |  |  |
| SLO #6: |  |  |  |  |  |  |
| SLO #7: |  |  |  |  |  |  |
| SLO #8: |  |  |  |  |  |  |

**Table 2: Program Outcomes (POs)**

**PO Process Column Directions (all sections should be completed for all of the program’s POs):**

* Each program should have a ***total of 2 to 3 POs.***
* Programs should provide **all of their POs with corresponding measures and targets**, even if specific outcomes were not measured during the current cycle.
* Programs should be **measuring 1 to 2 of their POs** every year.
* In the “2021 - 2022 AY Findings” column, programs should:
  + For all POs, indicate when this PO was last assessed and when it will be assessed next.
  + For measured POs, also include findings and whether or not the target was met.

**PO Use of Results Column Directions (all sections should be completed for POs measured by the program during the current year):**

* **Comments on Findings:** Please reflect on the findings.What do these findings mean to your program? Does the program plan to change its assessment strategy for this PO?

\*\* Please note: Action plans related to the area should be presented in the next column.

* **Action Planning:** Programs should provide an action plan for every unmet PO. Is the program planning any changes or other improvements based on these findings?
* **Comments on Past Action Plans:** The program should provide comments on previously implemented action plans to enhance the student experience or improve program quality.
* Programs should assess **each of their POs at least twice during a five-year period.**

| ***PO Process***  ***Complete all columns in this section for each of the program’s POs.*** | | | | ***PO Use of Results***  ***Complete columns for POs measured during the current cycle.*** | | |
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| ***Program Outcomes*** *(POs)*  *Include all POs.* | ***Assessment Measures***  *Provide a measure for each PO.* | ***Targets***  *Based on the measure, include a target for each PO.* | ***2021 - 2022 AY Findings***  *For all outcomes include: When was this PO last assessed and when will it be assessed next?*  *For measured outcomes include: Specific findings and whether or not the target was met.* | ***Comments on Findings***    *Include comments on findings for each PO measured. What do these findings mean to your program? Does the program plan to change its assessment strategy for this PO?* | ***Action Planning***  *An action plan should be included for all POs with unmet targets. Is the program planning any changes or other improvements based on these findings?* | ***Comments on Past Action Plans***  *What action plans have been implemented for this outcome in the past? How have those changes affected the student experience and/or program quality?* |
| PO #1: |  |  |  |  |  |  |
| PO #2: |  |  |  |  |  |  |
| PO #3: |  |  |  |  |  |  |

**General Questions**

**Directions:** Please answer **at least one** of the following questions.

* Is there any additional information not included in your assessment plan that you would like to share that describes efforts you have made to improve student learning, program quality, and/or the student experience?
* What have you learned about your program or your students as a result of engaging in the assessment process?
* What external factors are driving or informing your assessment practices?

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