**2024 – 2025 Assessment Reporting Template for Certificate Programs**

**There are four sections to the Annual Assessment Reporting Template:** Certificate 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, 2025**. If you need assistance, please do not hesitate to contact Bethany Bodo, Assistant Provost, Institutional Effectiveness, Office of Analytics and Institutional Effectiveness, at bbodo@vt.edu.

**Certificate Summary Information**

**Directions:** Please provide the name of the certificate, the assessment point of contact, and the certificate mission statement.

***Certificate Name:***

***Point of Contact Regarding Assessment:***

***Certificate or Department/Program Mission Statement:***

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

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

* Each certificate should have a ***total of 2 to 4 SLOs.***
* Certificates 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.
* Certificates should be **measuring at least 1 SLO** every year.
* In the “2024 – 2025 AY Findings” column, certificates 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 certificate program during the current year):**

* **Comments on Findings:** Please reflect on the findings. What do these mean to your certificate program and student learning in this area? Does the certificate 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 certificates to continuously make improvements to enhance student learning. Therefore:
	+ Certificates should provide an action plan for every unmet SLO: What changes is the certificate program planning to make to improve student learning in this area?
* **Comments on Past Action Plans:** The certificate should describe the impacts or results of previously implemented action plans to enhance student learning for this specific SLO.
* Certificates 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 certificate program’s SLOs.*** | ***SLO Use of Results******Complete columns for SLOs measured during the current cycle.***  |
| --- | --- |
| ***Student Learning Outcomes****Include all SLOs.* | ***Assessment Measures****Provide a measure for each SLO.* | ***Targets****Based on the measure, include a target for each SLO.*  | ***2024 – 2025 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 certificate program and student learning in this area? Does the certificate program plan to change its assessment strategy for this SLO?* | ***Action Planning****An action plan should be* ***included for all SLOs with unmet*** *targets.* | ***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 certificate quality?* |
| SLO #1: |  |  |  |  |  |  |
| SLO #2: |  |  |  |  |  |  |
| SLO #3: |  |  |  |  |  |  |
| SLO #4: |  |  |  |  |  |  |

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

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

* Each certificate should have a ***total of 1 to 2 POs.***
* Certificates should provide **all of their POs with corresponding measures and targets**, even if not measured during the current cycle.
* Certificates should be **measuring at least 1 of their POs** every year.
* In the “2024 – 2025 AY Findings” column, certificate 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 certificate program during the current year):**

* **Comments on Findings:** Please reflect on the findings.What do these findings mean to your certificate program? Does the certificate 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:** Certificate programs should provide an action plan for every unmet PO. Is the certificate program planning any changes or other improvements based on these findings?
* **Comments on Past Action Plans:** The certificate program should describe the impacts or results of previously implemented action plans to enhance the student experience or improve certificate program quality.
* Certificates 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 certificate program’s POs.*** | ***PO Use of Results******Complete columns for POs measured during the current cycle.*** |
| --- | --- |
| ***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.*  | ***2024 - 2025 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 certificate program? Does the certificate 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 certificate 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 certificate program quality?* |
| PO #1: |  |  |  |  |  |  |
| PO #2: |  |  |  |  |  |  |

**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, certificate program quality, and/or the student experience?
* What have you learned about your certificate 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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