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| **Assurance of Student Learning Reflection****2024-2025** |
| *Replace this with your College Name* | *Replace this with your Department Name* |
| *Replace this with your Program Name and Reference Number* |
| *Replace this with the program director and/or assessment coordinator* |
| ***Is this an online program***? [ ]  Yes [ ]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here [ ]  Yes, they match! (If they don’t match, explain on this page under **Evaluation)** |

**Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It’s important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your ASL Rep by May 15, 2025.**

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Add the Program Student Learning Outcome from CourseLeaf HERE |
| **Evaluation** | Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? If it has recently changed, please explain. Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom’s Taxonomy? Do you have the appropriate numbers of SLOs to measure regularly? Please consider choosing the most important.  |
| **Measurement Instruments**  | Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted?  |
| **Criteria & Targets** | Does Criteria for Success (level of performance students will have achieved for your program to have been successful--ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? If you have successfully made your targets consistently, consider a more challenging target. |
| **Results & Conclusion** | **Results**: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain**Conclusions**: What worked? What didn’t? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. |
| **\*\*IMPORTANT - Plans for Next Assessment Cycle**:  | As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to:* collect a more appropriate artifact
* create new program outcomes
* adjust targets because they are consistently exceeded or not met
* need to reconstruct your curriculum map
* sequencing of classes might need to be adjusted, or additional class(es) provided

Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | Add the Program Student Learning Outcome from CourseLeaf HERE |
| **Evaluation** | Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom’s Taxonomy?  |
| **Measurement Instruments**  | Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? |
| **Criteria & Targets** | Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets?  |
| **Results & Conclusion** | **Results**: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain**Conclusions**: What worked? What didn’t? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. |
| **\*\*IMPORTANT - Plans for Next Assessment Cycle**:  | As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to:* collect a more appropriate artifact
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Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | Add the Program Student Learning Outcome from CourseLeaf HERE |
| **Evaluation** | Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom’s Taxonomy?  |
| **Measurement Instruments**  | Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? |
| **Criteria & Targets** | Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets?  |
| **Results & Conclusion** | **Results**: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain**Conclusions**: What worked? What didn’t? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. |
| **\*\*IMPORTANT - Plans for Next Assessment Cycle**:  | As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to:* collect a more appropriate artifact
* create new program outcomes
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Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. |

**To add more outcomes, if needed, select the table above and copy & paste below.**