Bowling Green State University Student Achievement Assessment Committee (SAAC)

Program Learning Outcome (PLO) Assessment Report

**Program:** [Insert text]

**Academic Year (Summer, Fall, and Spring):** [Insert text]

**Submitted By (Name & Date):** [Insert text]

**Please indicate the faculty who were involved with this report:** [Insert text]

# Method & Procedure – Complete the table below. The first row, after the header, is an example in italics. If you have more PLOs that need to be added, please insert a row by placing your cursor in the bottom right cell and then using the “tab” key.

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| --- | --- | --- | --- | --- | --- |
| **List the Program Learning Outcome(s) (PLOs).** | Provide information about who completed the assessment for the corresponding program learning outcome. Indicate the # of students who completed the assessment and note class level and any other information that would be helpful to the reviewer, such as majors only. | Provide the course(s) used to assess the corresponding PLO. | Indicate if the assessment is direct (preferred) or indirect.Direct measures assess student achievement of the PLOs (e.g., projects, papers, exams, portfolio, etc.). Indirect measures assess thoughts about PLOs (e.g., surveys or focus groups.)  | Indicate if the data are embedded as part of the requirement for a course. | **Indicate if the data are collected within a capstone class/assignment.** A capstone is a culminating experience that integrates and applies learning. |
| *Example**PLO1 - Upon completion of the degree, students are expected to be able to: Evaluate ethical frameworks for the field.* | *200; juniors and sophomores; majors only* | *COUR 3010*  | *Direct* | *Yes* | *No* |
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## Explanation – Provide a brief description of the assessment(s) and rubric(s) used to illustrate how expectations for student achievement are defined or attach a copy.

[Insert text]

# Expectations for Student Achievement and Results – In the table, provide the results of each assessment method by reporting how well students performed in relation to target level of achievement. The first row, after the header, is an example in italics. If you have more PLOs that need to be added, please insert a row by placing your cursor in the bottom right cell and then using the “tab” key. Please note that this table uses a mastery scale. If you are using a developmental scale, please adjust the table accordingly and indicate the scale you used.

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| --- | --- | --- | --- | --- |
| **List the Program Learning Outcome(s) (PLOs).** | Expectations for Student Achievement: Indicate the target level of achievement, goals, or standards used for each measure or assessment. | **Results: % and #** **Did Not Meet Expectations**  | **Results: % and #** **Did Met Expectations** | **Results - % and #** **Exceeded Expectations** |
| *Example**PLO1 - Upon completion of the degree, students are expected to be able to: Evaluate ethical frameworks for the field.* | *We expected that 80% of students will have achieved the expected outcome by clearly evaluating ethical frameworks as noted by the rubric.* | *20%**n=40* | *65%**n=130* | *15%**n=30* |
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**The results are for continuous improvement purposes.** You may include tables, charts, or other visuals to highlight key findings, as appropriate. Each program has the option of using rubrics in Canvas to assess Program Learning Outcomes. If Canvas is used to collect assessment data, the Office of Academic Assessment can pull assessment reports for the program upon request. Please contact Dr. Jessica Turos, Associate Director of Academic Assessment jmturos@bgsu.edu if you are interested in using Canvas as a collection method for program assessment data.

# Actions Taken/Closing the Loop

## 1. Describe how the results have been shared and discussed with program faculty and/or faculty in related disciplines.

[Insert text]

## 2. Discuss how assessment results have been or will be communicated to engaged partners, such as students, employers, community partners, etc.

[Insert text]

## 3. Was there anything during the past year that impacted the delivery and/or measurement of your program learning outcomes? If yes, please provide details.

[Insert text]

## 4. Do any of the results (section D on page 1) imply that changes should be made? If yes, how so?

[Insert text]

## 5. Are there any additional actions that have been taken regarding the previous year’s program learning outcomes and/or assessments? If yes, please provide details.

[Insert text]