Program Name

As part of its mission, Saint Leo University is committed to the continuous improvement of educational programs based on evidence from a systematic assessment of student learning. As part of this effort, each program at the university identifies expected student learning outcomes, assesses whether its students achieve those outcomes, and uses the results of those assessments to improve the programs.

Each Academic Program Assessment Summary Report contains:

Program Name and Mission/Description

1. Program Goals and Student Learning Outcomes (SLOs)
2. Assessment Plan and Schedule
3. Curriculum Map
4. Course-Level Student Learning Outcomes (CLOs) and Syllabus and Rubric Examples
5. Major Improvements Table

**Program Name:**

**Program Mission:**

**OR Program Description:**

1. **Program Goals and Student Learning Outcomes:**

*Expand table to suit program. 3-6 Program Goals are generally appropriate. At least two SLOs per Program Goal.*

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| CURRENT STUDENT LEARNING OUTCOMES\* |
| **ProgramGoal** | **GoalDescription** | **StudentLearningOutcome** (SLO) | **OutcomeDescription*Students will be able to…*** |
| **1** |  | 1.1 |  |
| 1.2 |  |
| **2** |  | 2.1 |  |
| 2.2 |  |
| **3** |  | 3.1 |  |
| 3.2 |  |
| **4** |  | 4.1 |  |
| 4.2 |  |
| **5** |  | 5.1 |  |
| 5.2 |  |

\*Accredited programs may simply attach accreditation Standards as an Appendix.

1. **Assessment Plan and Schedule**

*Table expands. Each Program Goal (3-6 generally appropriate) has at least two SLOs each, with two Key Assignments (KA) developed for each SLO.*

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| **PG** | **GoalDescription** | **SLO** | **Student Learning Outcome**Students will be able to… |  | **Courses Assessed** | **Assessment Method** | **Rubric Name and Criteria/on**  | **Success Target** | **Formative (F) or Summative (S)?** |
| **1** | Program Goal description | 1.1 | Student Learning Outcome description | 1.1a | Course assessed E.g. XXX-498 | **1.1** First Method: e.g. Scientific Research Paper | “Rubric \_\_\_” and the Criteria/on identified for assessment, e.g. “XXX-498 Scientific Paper Rubric;” Criterion: “Methodology” | Example: “80% of students will attain a score of 3.0 on a 4.0 scale.” | Example: Summative  |
| 1.1b | Course assessed E.g. XXX-200 | **1.1** Second Method:e.g. Exam | “Rubric \_\_\_” and the Criteria/on identified for assessment, e.g. “XXX-200 Final Exam.  | Example: 80% of students will obtain a grade of 75% on the scoring rubric.  | Example: Formative |
| 1.2 | Student Learning Outcome description  | 1.2a |  | **1.2** First Method of Assessment | “Rubric \_\_\_” and the Criteria/on assessed |  |   |
| 1.2b |  | **1.2** Second Method of Assessment: | “Rubric \_\_\_” and the Criteria/on assessed |  |  |
| **PG** | **GoalDescription** | **SLO** | **OutcomeDescription**Students will be able to… |  | **Courses Assessed** | **Assessment Method**(Key Assignment) | **Rubric Name and Criteria/on** | **Success Target** | **Formative (F) or Summative (S)?** |
| **2** | Program Goal description  | 2.1 |   | 2.1a |   | **2.1** First Method of Assessment | “Rubric \_\_\_” and the Criteria/on assessed |  |   |
| 2.1b |  | **2.1** Second Method of Assessment: | “Rubric \_\_\_” and the Criteria/on assessed |  |  |
| 2.2 |   | 2.2a |   | **2.2** First Method of Assessment | “Rubric \_\_\_” and the Criteria/on assessed |   |   |
| 2.2b |  | **2.2** Second Method of Assessment: | “Rubric \_\_\_” and the Criteria/on assessed |  |  |
| 3 | Program Goal description | 3.1 |   | 3.1a |   | **3.1** First Method of Assessment | “Rubric \_\_\_” and the Criteria/on assessed |   |   |
| 3.1b |  | **3.1** Second Method of Assessment: | “Rubric \_\_\_” and the Criteria/on assessed |  |  |
| 3.2 |   | 3.2a |   | **3.2** First Method of Assessment | “Rubric \_\_\_” and the Criteria/on assessed |   |   |
| 3.2b |  | **3.2** Second Method of Assessment: | “Rubric \_\_\_” and the Criteria/on assessed |  |  |
| 3.3 |  | 3.3a |  | **3.3** First Method of Assessment | “Rubric \_\_\_” and the Criteria/on assessed |  |  |
| 3.3b |  | **3.3** First Method of Assessment | “Rubric \_\_\_” and the Criteria/on assessed |  |  |

1. **Curriculum Map/Mapping Program Student Learning Outcomes to Courses**

*Expand or collapse to suit number of PGs/SLOs and number of required courses.*

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| Curriculum Map |
|   | **Program Goal 1** | **Program Goal 2** | **Program Goal 3** | **Program Goal 4** |
| **Program Course Requirements** | **SLO1.1** | **SLO1.2** | **SLO2.1**  | **SLO2.2** | **SLO3.1** | **SLO3.2** | **SLO4.1** | **SLO4.2** |
|  ABC 150 | I  |   |   |   |   |   |   |   |
|  ABC 250 |  D |   |   |   |   |   |   |   |
|  ABC 350 |  M |   |   |   |   |   |   |   |
|  ABC 498 |   |   |   |   |   |   |   |   |
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| *Level of Learning: (I) Introducing, (D) Developing, (M) Mastery* |

1. **Course-Level Student Learning Outcomes (CLOs) and Syllabus Examples:**

**SAMPLE Course XXX:**

**COURSE LEARNING OUTCOMES** (examples)

By the end of the course students will:

1. Use primary and secondary source material in their written assignments and discussions. Students will learn to employ these sources as a way to immerse themselves in \_\_\_\_\_\_. Grading of papers and exams is on the effectiveness of students synthesizing into their own arguments the assigned primary and secondary sources.
2. Relate developments in the past to the nature of contemporary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_. Students will do so in part by tying what they read and learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ current scientific achievements in the discipline by completing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment that requires them to interpret \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Engage in critique, write analytically, and participate in discussions in both an informed and respectful manner. Written assignments and discussions will require…
4. Recognize the Core Value of Community in their assignments and classroom exercises…

**SAMPLE Course XXX:**

**COURSE LEARNING OUTCOMES**

Upon completing this course, students will:

1. Explore the various career paths – academic and non-academic alike – available to “discipline” majors by engaging in extensive study of the various industries in which majors traditionally find meaningful and gainful employment.
2. Practice many of the specific skill sets that some of the popular career paths – including …skill – required from their employees. Students will spend a significant amount of time exploring each career path, and their assignments and in-class work will require them to familiarize themselves with the kinds of skills and tasks that are required in each type of career.
3. Pursue the Core Value of Personal Development by attending classes, completing the various required assignments, and preparing themselves for the kinds of opportunities and expectations that are waiting for them after their graduation.

Post in your Teams folder: any examples of two course syllabi having Key Assignments (KA) identified; include the related KA rubrics

1. Major Improvements – Sample

*(Completed by Office of Assessment)*

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| Program |
| **SLO** | **Success Target** | **Evidence of Student Learning** | **Analysis** | **Action Plan** | **Results** (if available) |
|  1.1 | Success target example: “80% of students will reach a 3.0 on a 4.0 scale on this outcome” | Include results (multiple years if available) for outcome. Results relative to/toward success target and/or means. | Options for analysis:Did students meet the Target? At all locations?Were there criteria with lower scores? Are expectations appropriate?Do KAs need a change or update? | List concrete action steps here:TaskPeople involvedSteps (if multiple)Timeline | Since making the change(s) listed here, student performance on the outcome has \_\_\_\_\_ If no updated data:Existing “assignment X” linked to SLO X has been added to AMS; results available in “term.” |
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