*This form is to be used by academic program coordinators or department chairs to assess the Program Learning Outcomes within their academic programs (not course learning outcomes).*

**Degree Program:**

**Contact Person:**

**Reporting Year:**

**Department Mission Statement:**

# Phase 1

*Identify the programs learning outcomes.*

## 1.1 - Program Learning Outcomes (PLO)

PLO 1:

PLO 2:

PLO 3:

PLO 4:

PLO 5:

PLO 6:

PLO 7:

## 1.2 - PLO Changes Made Since the Previous Year

(*Describe any changes that were made in the learning outcomes since the previous year. If no changes were made, then list NA.*)

# Phase 2

*Description: Description of measurement methods used to measure PLO and their appropriateness/validity.*

## 2.1 – Measurement Methods

|  |  |  |
| --- | --- | --- |
| Program Learning Outcome (by number).  | Assessment Method/Type of Evidence details (Describe the assessment, why it is appropriate and how it will be evaluated.) | Describe your benchmarks (what meets, exceeds and fails to meet expectations).  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## 2.2 - Changes/Improvements in Measurement Methods Since the Previous Year

*(Describe any improvements made on the measurement methods of any outcome and provide the justification for the change or list NA.)*

# Phase 3

*Details of the assessments conducted and details of the results.*

## 3.1 – Where, when and for how many students the PLO achievement levels were assessed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome** | **Where (What Course)** | **When (Term/Year)** | **Number of Students Assessed** | **Level of the students (early, middle, late)\*** |
|  |  |  |  |  |
|  |  |  |  |  |

 **\*Early=freshman/early sophomore, Middle=Sophomore/Junior, Late=Senior**

## 3.2 – Detailed Assessment Results

*Provide detailed assessment results in terms of distribution of achievement levels per PLO. These are expressed in frequency and percentage distributions of achievement levels. The following achievement levels must be expressed: Exceeds Expectations, Meets Expectations and Does Not Meet Expectations as detailed in Phase 2, but evaluators can use a broader scale if they choose. Include rubric templates (if applicable) in an appendix.*

## 3.3 – Changes in Reporting Assessment Results Since Previous Year

# Phase 4-Analysis of PLOs and Top Priority for Program Improvement

4.1 – Analysis and Interpretation of Assessment Results per each PLO

|  |  |
| --- | --- |
| Learning Outcome | Analysis and Interpretation (based on data in Phase 3) |
|  |  |
|  |  |

4.2 – Top Priority for Program Improvement

*Identification of a program improvement after considering all the analysis and results from the previous phases*

4.3 – Changes Made in Analysis of Assessment Results Since the Previous Year

# Phase 5 - Evidence of Actively Seeking Program Improvement

5.1 –Provide evidence that the identification of program improvement in Phase 4.2 is actively underway or completed.

*Describe efforts in a narrative and provide evidence in the appendix (meeting agenda and minutes for example)*

5.2 – Updates on other Program Improvements underway or completed since previous year

# Phase 6-Evidence of Repeated and Ongoing PLO Assessment for Continuous Program Improvement

*Describe the repeated and ongoing PLO assessments for the continuous improvement of your program and provide evidence where appropriate.*