**Student Learning Summary Form AY2016-17 *Due to your dean by the college deadline; due from the dean to the Assessment Office via Blackboard by Sept. 1***

**Degree Program Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Contact Name(s) and Email(s)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](https://www.indstate.edu/assessment/plan-components).

**Part One: Summary of Assessment Activities**

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| --- | --- | --- | --- | --- |
| **a. What learning outcomes did you assess this year?** **If this is a graduate program, identify the** [**Graduate Student Learning Outcome**](https://www2.indstate.edu/graduate/forms/review.pdf)**\* each outcome aligns with.** | **b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?** | **c. What were your expectations for student performance?** | **d. What were the actual results?** | **e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

*If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

Notes

1. Use your outcomes library as a reference.
2. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
3. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
4. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark”).
5. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

**Part Two: Engagement and Improvement**

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?) 2) the changes you have made or will make in response to these discoveries and/or the coordinator’s feedback; and 3) what your assessment plan will focus on in the coming year.**

*Please provide this report to your dean as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.*