**Student Outcomes Assessment and Success Report AY2018-19 *Consult with your college dean’s office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.***

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

**Part 1a: Summary of Student Learning Outcomes Assessment**

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| --- | --- | --- | --- | --- |
| **a. What learning outcomes did you assess this past year?** If this is a graduate program, identify the Graduate Student Learning Outcome 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 data/results?** | **e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year’s report?** *Can expand on this in Part 2.*  |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

Note: *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.*

Helpful Hints for Completing this Table

1. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
2. Each outcome should 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 should 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. Describe or attach any evaluation tools such as rubrics, scales, etc.
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).

**Part 1b: Review of Student Success Data & Activities**

Use [Blue Reports](https://www.indstate.edu/training/reportingsurvey-tools/blue-reports) to generate the following information (as well as any other information helpful to you):

1. Cohort Sizes 2) Year-to-Year Retention 3) 5-Year Graduation Rate

What worked well in supporting student success this year?

What are the most significant opportunities for improvement upon which to focus in the coming year?

**Part 1c: Summary of Career Readiness Activities**

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

**Part 2: Continuous Quality Improvement**

**Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:**

1. **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2. **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3. **what your assessment plan will focus on in the coming year**
4. **how this information will be shared with other stakeholders**

*Please prepare this report 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.*