

## Assessment Data Reporting – Educational Program

Calendar Year:  
Submitter's Name:  
Department:  
Program:

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### Student Learning Outcome – General Education Competency

**Instructions:** Determine which General Education Competency your student learning outcome data supports and select if from the list of General Competencies below.

After choosing the competency, a list of the abbreviations for that competency's traits will appear. This choice should be consistent with the student learning data that you submit in the PSLO Collector and be a continuation of previous assessment reporting. In most cases, this competency trait was assigned in conjunction with the Dean.

**Example:**

General Education Competency: Quantitative Skills

Rubric Trait (as shown on PSLO Collector): QUANT3 (The abbreviation appears in a drop-box below after choosing the competency.)

Full Trait Description for QUANT3 on General Education Competency: Appropriately uses basic and some advanced quantitative language in oral and written communication. (This is not shown in this form, but it is provided here for reference.)

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### Program Student Learning Outcome

Each educational program has several PSLO (program student learning outcomes). These complete the statement, "A graduate from this program will be able to..."

A complete list of the PSLOs for each program are listed in the College Catalog and in the Weave assessment software.

Lead Instructors are asked to report current year results, improvements implemented, and modifications planned with analysis for **two PSLOs**.

Below in the drop-down, select the number of one of the PSLOs that you are reporting. You complete this same APS form a second time for the second PSLO you have chosen to track. Then type in the PSLO statement as it appears in the College Catalog. See the example in the textbox below.

Remember a good PSLO has the following characteristics:

1. It is meaningful. It states knowledge, skills, or attitudes that are important for someone new in the field to possess.
2. It is measurable. It begins with a verb that creates an observable learning artifact that can be assessed

by a quiz, test, assignment, or demonstration. It uses what are commonly understood as verbs from "Bloom's Taxonomy" (such as state, list, describe, compare, identify, etc.)

3. It is specific. The PSLO use one verb and often identifies a specific of area of knowledge, skill, or attitude. For example, a specific PSLO would not state, "Identify and describe the five stages of grief and appropriate therapies." It would state, "Identify the five stages of grief."

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### Assessment Tool

**Instructions:** Assessment tools include embedded test questions or an assignment assessed using a rubric or checklist. A common assessment tool may be assigned by a lead instructor. Be sure to include course name (ie. MAT-143 or CJC-110).

Indicate the status of the assessment tool that you used for this year's results. If it is new or revised, you will be prompted to input the new information and upload a copy of the new assessment tool with correct answers indicated on the quiz or test items.

If you are continuing to use the same course, assignment, and assessment, you will be asked about the status of your assessment tool's threshold. If neither the assessment tool or its threshold have changed, you will directly move into inputting this PSLO's current year results.

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### Achievement Threshold

**Instructions:** Achievement thresholds should include the percent of students who reach a specific percent of achievement on the assessment tool. Thresholds may be provided by a lead instructor.

Use the radio buttons below to note if the threshold has changed from the previous year. If it has, add the updated threshold.

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### Improvements Implemented

**Instructions:** Refer back to last year's Planned Modifications that specifically focused on improving student learning. Provide last year's results for the threshold (initial "weigh the pig"), describe the improvement implemented ("feed the pig"), and then provide the results for this year's threshold (second "weight the pig"). Provide an analysis of the modification on the outcome results for this year.

**Example:**

Prior Year's Results: In 2017, 60% of students assessed scored 75% or higher. (12 students assessed)  
Goal not met.

Curricular Improvement: Instructors implemented two new mini-lectures with online supplements.

Current Year's Results: In 2018, 77% of students assessed scored 75% or higher. (21 students assessed)  
Goal met.

Analysis: Student feedback on the online supplements revealed most found the additional resources to be useful in mastering the outcome.

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### Modifications Planned

**Instructions:** List modification(s) planned as a result of analysis of the current year's assessment results previously listed. Include specific actions that will be taken to improve student learning.

If this modification is done in conjunction with other instructors, provide documentation of discussions that determined the agreed upon modification.

**Example:**

Instructors will be incorporating a video that provides additional insight into the modules that are covered in the first 10 weeks, which will add a visual training experience that will simplify and reinforce the information gained from class lecture/textbook reading.