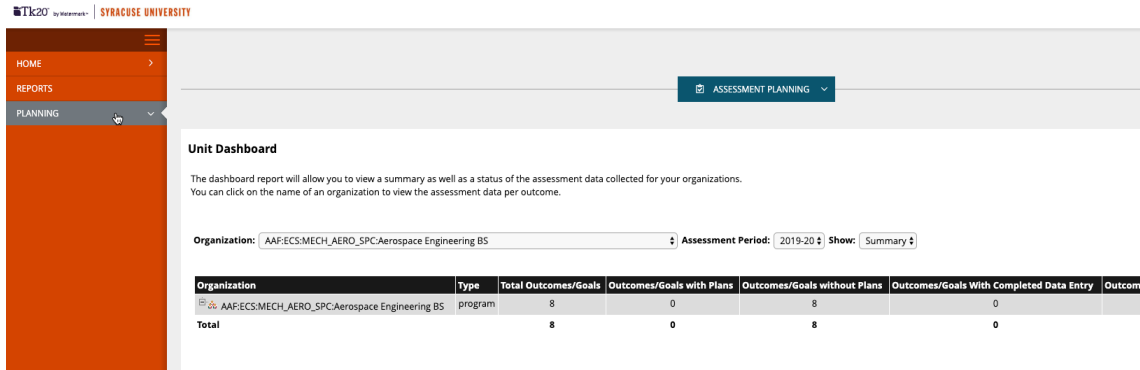
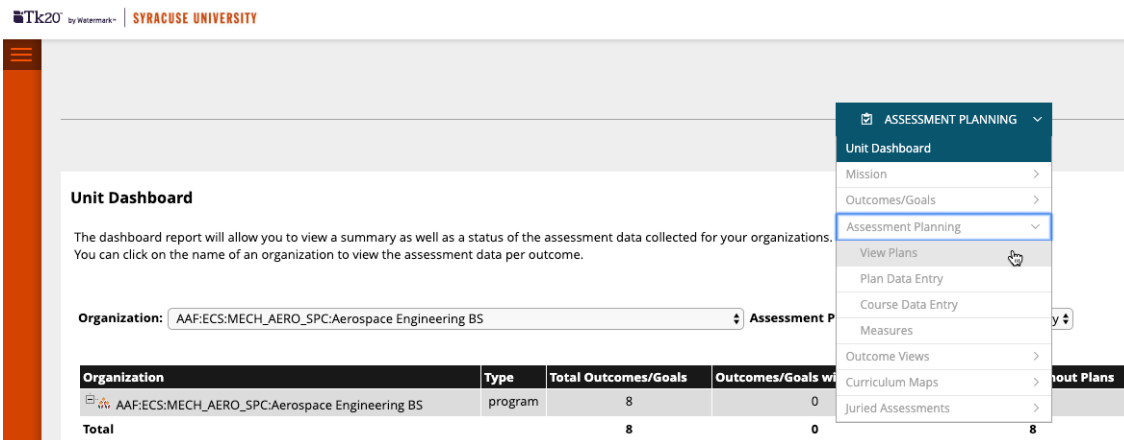


# How to Read Your Assessment Action Plan Feedback in Tk20

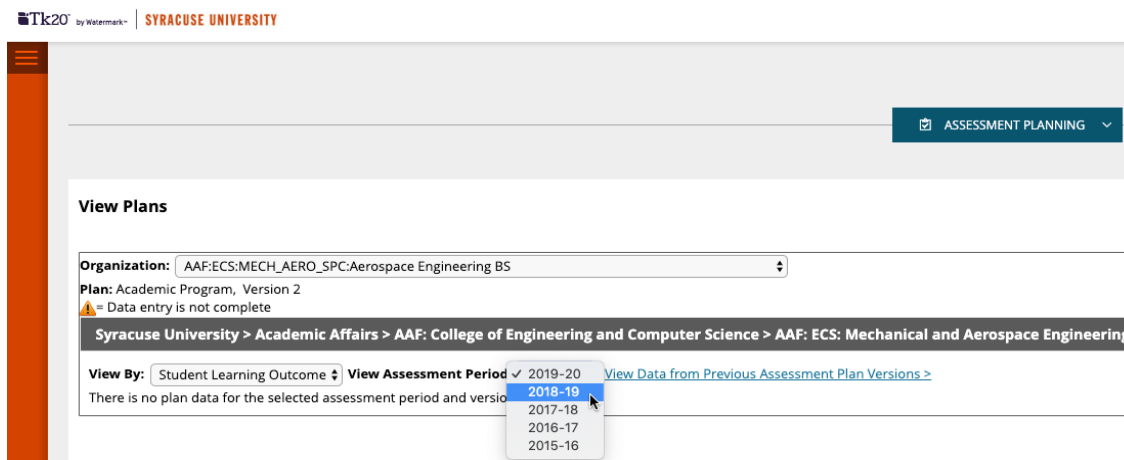
1. Using Chrome or Firefox, log in to your Tk20 account with your **NetID** and **password**.
2. Click on **PLANNING** in the main menu to access Tk20's **ASSESSMENT PLANNING** pull-down menu.



3. After clicking **ASSESSMENT PLANNING** in the menu at the top of the screen, click **Assessment Planning** and select **View Plans** from the submenu.



4. In the **View Plans** page change the assessment period to **2019-20**.



- Once you are able to see your outcomes/ objectives for 2019-2020, go to the last outcome/ objective in the list where it says “Received” under the **Feedback Status** column.

The screenshot shows the 'View Plans' section of the Assessment Planning tool. It displays a table of Student Learning Outcomes for the Aerospace Engineering BS program. The table has three columns: 'Student Learning Outcome', 'Feedback Status', and 'Is Data Entry Complete?'. The last row, which describes the ability to apply knowledge of aerodynamics, structures, propulsion, flight mechanics, and orbital mechanics, has a 'Received' status and 'Complete' data entry.

Student Learning Outcome	Feedback Status	Is Data Entry Complete?
<a href="#">1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science and mathematics.</a>		Complete
<a href="#">2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.</a>		Complete
<a href="#">3. An ability to communicate effectively with a range of audiences.</a>		Complete
<a href="#">4. An ability to recognize the ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.</a>		Complete
<a href="#">5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. Establish goals, plan tasks, meet deadlines, manage risk and uncertainty, and function effectively on teams.</a>		Complete
<a href="#">6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.</a>		Complete
<a href="#">7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.</a>		Complete
<a href="#">8. An ability to apply knowledge of aerodynamics, structures, propulsion, flight mechanics, and orbital mechanics in the analysis of aerospace vehicles.</a>	Received	Complete

- Scroll to the bottom of the page and click the link under the “Feedback Form” column. This will open a pop-up window.

The screenshot shows a pop-up window with a 'Reminder' section and a 'Feedback' section. The reminder text instructs the user to select 'Yes' for 'Is data collection complete?', not to hit the back button, and to click 'Save' to store information. The feedback section contains a table with one row of feedback data.

**Reminder**

When you are done entering information on this page, select “Yes” for “Is data collection complete?”

DO NOT hit the back button in your browser. Doing so will result in data loss.

Click on another tab to enter additional information or click “Save” to store your information and return to the program's list of student learning outcomes.

**Thank you for updating the assessment and action plan.**

**Feedback**

Feedback Form	From	Last Update
<a href="#">IEA-Academic Program Feedback Rubric</a>	Amanda Sanguiliano	02/24/2020

Close

7. Scroll to the top of the page to view the pop-up window.

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ASSESSMENT PLANNING

**8. An ability to apply knowledge of aerodynamics, structures, propulsion, flight mechanics, and orbital mechanics in the analysis of aerospace vehicles.**

Assessment Plan: Aca

Plan Overview | Phas

**Plan Overview**

Plan Overview

Outcome/Goal  
Assessment Period  
Description

Phase 1: Measures an

Important Notes

Chrome and Firefox ar

DO NOT hit the back bu  
to return to the program's list of student learning outcomes.

When you are done entering Phase 1 information, select "Yes" for "Is data collection complete?" at the end of the page and click on another tab to enter Phase 2 or Phase 3 information.

Don't forget to "Save" if you are done entering information for this student learning outcome or logging out of Tk20.

**IEA-Academic Program Feedback Rubric**

ACADEMIC PROGRAM ASSESSMENT AND ACTION PLAN RUBRIC

This rubric is intended to assess the status of student learning outcome program at Syracuse University. Each component of the University's as is incorporated in the rubric. A sustainability component is included as that each academic program will sustain a well-designed and managea inform decision-making.

Feedback Rubric

	Not Evident	Emerging	Developing
<b>Student Learning Outcomes</b>	0 ●	1 ●	2 ●
The academic program has	Student learning outcomes are not identified.	Student learning outcomes are written with	Majority of student learning outcomes are

8. To enlarge the pop-up window, bring your cursor to the right bottom of the pop-up window and click and drag the arrow from the corner. Once you are able to see the entire column of the feedback rubric, scroll up and down to within the pop-up window to view the entire feedback.

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ASSESSMENT PLANNING

Help Desk | Request Support

HI, FRESANEL

**8. An ability to apply knowledge of aerodynamics, structures, propulsion, flight mechanics, and orbital mechanics in the analysis of aerospace vehicles.**

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**Plan Overview**

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**IEA-Academic Program Feedback Rubric**

ACADEMIC PROGRAM ASSESSMENT AND ACTION PLAN RUBRIC

This rubric is intended to assess the status of student learning outcomes assessment for an academic program at Syracuse University. Each component of the University's assessment and action plan template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each academic program will sustain a well-designed and manageable assessment plan and process to inform decision-making.

Feedback Rubric

	Not Evident	Emerging	Developing	Proficient	Score/Comment
<b>Student Learning Outcomes</b>	0 ●	1 ●	2 ●	3 ●	3
The academic program has clear statements of essential student learning outcomes that describe what students should be able to do, know, or produce over time as a result of participation in the academic program.	Student learning outcomes are not identified.	Student learning outcomes are written with imprecise verbs and/or may be too broad to measure.	Majority of student learning outcomes are written using active verbs that describe what students should be able to do, know, or produce over time as a result of participation in the academic program.	All student learning outcomes are written using active verbs that describe what students should be able to do, know, or produce over time as a result of participation in the academic program.	
<b>Curriculum Map</b>	0 ●	1 ●	2 ●	3 ●	2
The academic program's curriculum map demonstrates the full progression of learning across the curriculum using the institutional scale.	Curriculum map has not	Student learning	Student learning	Student learning outcomes are	

Each course assessed student competency based on assessments cited in curriculum map. The courses included: AEE342, AEE343, AEE427, AEE446, AEE471, AEE577, ECS325. Overall assessment: 22%=mastery, 37%=satisfactory, 23%=developing, 18%=unsatisfactory