# Student Learning Outcome Assessment and Action Plan Worksheet

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| **Program:** | **School/College:** |
| **Contact Person:** | **Contact Email:** |

**Identify the learning outcome assessed in academic year 2024-25. If more than one outcome was assessed, please complete a separate worksheet for each outcome.    
Student learning outcomes for each academic program are listed in the** [**course catalog**](http://coursecatalog.syr.edu/)**.**

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| **Remember** | At least two types of evidence are used to assess a learning outcome, one of which must include student work.   * e.g., primary evidence is student work such as a project, presentation, research paper, exam questions lab report, etc. where students demonstrate achievement of the outcome being assessed. * e.g., supporting evidence may include course grades, senior exit survey results, course feedback results, focus group data, placement data etc. |

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| **Evidence 1** | | | |
| **Evidence Title**   * e.g., SYR 340 Legend and Legacy of Syracuse University, final paper * If the evidence is from an academic course, write the **course prefix and number** | | | |
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| **Evidence Description**   * e.g., A rubric will be used to assess the final paper. Students’ papers will be evaluated on the quality of the thesis statement, argumentation, evidence, conclusion, sources, citation mechanics, and organization/writing. | | | |
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| **Criteria**   * e.g., Using a rubric with a scale of 1-5, 85% of students will achieve a rating of 4 or 5 on the final paper | | | |
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| **Results**   * Results can be summarized (e.g., 45% achieved a 4 and 40% achieved a 5 on the rubric). * Results can be provided as counts of students who have “exceeded,” “met,” “partially met,” and “did not meet” the criteria. (e.g., 5 exceeded, 12 students met, 2 partially met and 1 did not meet the criteria). * Consider breaking results down by student subgroups (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, etc.) to examine equity in the student learning experience. | | | |
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| **Please indicate if the criteria for the above measure was “Met” “Partially Met” or**  **“Not Met”** | | | |
| \_\_\_\_\_\_ Met  \_\_\_\_\_\_ Not Met | | | |
| **Analysis and Interpretation**   * Based on the results, discuss the students’ strengths and areas where they may be underperforming. * Discuss potential curricular and programmatic changes that should be considered. | | | |
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| **Equity in Assessment**   * If results were broken down by student subgroups (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, campus/online etc.) reflect on any discrepancies where subgroups did not meet the criteria and provide a detailed interpretation for why such discrepancy may occur. * If data are not broken down by subgroups, describe how the program examines equity in relation to the outcome. * If the program did not break down data by student subgroups, why not? Describe any challenges that faculty faced. | | | |
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| **Action** | | | |
| **Identify one action item.** | | | |
|  | Revise Curriculum |  | Collaborate with Another Department/Unit/Program |
|  | Modify Position/Personnel |  | Implement New Program/Services |
|  | Restructure Outcome Statement |  | Modify Physical Environment |
|  | Modify Policies/Procedures |  | Community Partnership |
|  | Revise Measurement/Assessment |  | Maintain Assessment Strategy |
|  | Adopt Or Expand Technologies |  | Other: |
|  | Gather Additional Data |
|  | Additional Training |
|  | Revise Benchmark/Target |
| **Please indicate action status, except if the action is “Maintain Assessment Strategy”:** | | | |
| \_\_\_\_\_\_ Not Started  \_\_\_\_\_\_ In progress  \_\_\_\_\_\_ Complete | | | |
| **Briefly describe the action in detail:** | | | |
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| **Action Recommended Due Date:** | | | |
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| **Evidence 2** |
| **Evidence Title**   * e.g., SYR 340 Legend and Legacy of Syracuse University, final paper * If the evidence is from an academic course, write the **course prefix and number** |
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| **Evidence Description**   * e.g., A rubric will be used to assess the final paper. Students’ papers will be evaluated on the quality of the thesis statement, argumentation, evidence, conclusion, sources, citation mechanics, and organization/writing. |
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| **Criteria**   * e.g., Using a rubric with a scale of 1-5, 85% of students will achieve a rating of 4 or 5 on the final paper |
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| **Results**   * Results can be summarized (e.g., 45% achieved a 4 and 40% achieved a 5 on the rubric). * Results can be provided as counts of students who have “exceeded,” “met,” “partially met,” and “did not meet” the criteria. (e.g., 5 exceeded, 12 students met, 2 partially met and 1 did not meet the criteria). * Consider breaking results down by student subgroups (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, etc.) to examine equity in the student learning experience. |
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| **Please indicate if the criteria for the above measure was “Met” “Partially Met” or**  **“Not Met”** |
| \_\_\_\_\_\_ Met  \_\_\_\_\_\_ Not Met |
| **Analysis and Interpretation**   * Based on the results, discuss the students’ strengths and areas where they may be underperforming. * Discuss potential curricular and programmatic changes that should be considered. |
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| **Equity in Assessment**   * If results were broken down by student subgroups (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, campus/online etc.) reflect on any discrepancies where subgroups did not meet the criteria and provide a detailed interpretation for why such discrepancy may occur. * If data are not broken down by subgroups, describe how the program examines equity in relation to the outcome. * If the program did not break down data by student subgroups, why not? Describe any challenges that faculty faced. |
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| **Action** | | | |
| **Identify one action item.** | | | |
|  | Revise Curriculum |  | Collaborate with Another Department/Unit/Program |
|  | Modify Position/Personnel |  | Implement New Program/Services |
|  | Restructure Outcome Statement |  | Modify Physical Environment |
|  | Modify Policies/Procedures |  | Community Partnership |
|  | Revise Measurement/Assessment |  | Maintain Assessment Strategy |
|  | Adopt Or Expand Technologies |  | Other: |
|  | Gather Additional Data |
|  | Additional Training |
|  | Revise Benchmark/Target |
| **Please indicate action status, except if the action is “Maintain Assessment Strategy”:** | | | |
| \_\_\_\_\_\_ Not Started  \_\_\_\_\_\_ In progress  \_\_\_\_\_\_ Complete | | | |
| **Briefly describe the action in detail:** | | | |
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| **Action Recommended Due Date:** | | | |
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| **Conclusion** |
| **Outcome Conclusion**   * Synthesize the analysis of the evidence noted above and what the collective findings mean in relation to the achievement of the outcome. |
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| **Based on both measures, determine if the outcome is “Met” or “Not Met.”** |
| \_\_\_\_\_\_ Met  \_\_\_\_\_\_ Not Met |

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| **Feedback** | **Would you like feedback on the program’s assessment and action plan?** | \_\_\_\_\_\_Yes  \_\_\_\_\_\_No |

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| **Participation and Communication in the Assessment Process** | | | |
| Please indicate which of the following best describes the portion of the faculty/staff who participated in discussions about assessment results and actions that may be taken? | | | |
| **Academic Programs** | | **Co-Curricular Programs/Units** | |
|  | All faculty associated with the program |  | All staff associated with the program/unit |
|  | A majority of the faculty associated with the program |  | A majority of the staff associated with the program/unit |
|  | Less than half of the faculty |  | Less than half of the staff |
|  | In committee |  | In committee |
|  | It was just me |  | It was just me |
|  | Other (please state): |  | Other (please state): |
| Please indicate if the assessment results and potential actions have been communicated to the following key constituents: | | | |
| \_\_\_\_\_\_ Faculty  \_\_\_\_\_\_ Staff  \_\_\_\_\_\_ Students  \_\_\_\_\_\_ Alumni  \_\_\_\_\_\_ Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |