# 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** * Consider breaking down results in ways that are meaningful to the program (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, etc.).
* Results can be:
	+ summarized (e.g., 45% achieved a 4 and 40% achieved a 5 on the rubric) or
	+ 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).
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| **Please indicate if the criteria for the above evidence was “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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| **Diving Deep into the Results** * If results were broken down (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, campus/online etc.) reflect on any discrepancies where the criteria were not met and provide a detailed interpretation for why such discrepancies may occur.
* If results were not broken down:
	+ describe any challenges that faculty face in doing that and
	+ describe how the program used assessment findings to be responsive to all students.
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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** * Consider breaking down results in ways that are meaningful to the program (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, etc.).
* Results can be:
	+ summarized (e.g., 45% achieved a 4 and 40% achieved a 5 on the rubric) or
	+ 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).
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| **Please indicate if the criteria for the above evidence was “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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| **Diving Deep into the Results** * If results were broken down (e.g., first-year, senior, first generation/continuing generation, part-time/full-time, campus/online etc.) reflect on any discrepancies where the criteria were not met and provide a detailed interpretation for why such discrepancies may occur.
* If results were not broken down:
	+ describe any challenges that faculty face in doing that and
	+ describe how the program used assessment findings to be responsive to all students.
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| **Action** |
| **Identify one action item.** |
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|  | 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 the evidence, 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): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |