**PROGRAM ASSESSMENT REPORT (TABLE OPTION)**

*Please complete the table by using the guidance (overleaf). Please email* [*assessment@semo.edu*](mailto:assessment@semo.edu) *if you have questions or need support, and to submit your report.*

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program Leader/Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Program Learning Outcomes** | **Assessment**  **(Direct and Indirect Evidence)** | **Conclusions Based on Evidence** | **Rating** | **Actions Taken or Planned** |
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GUIDANCE FOR PROGRAM ASSESSMENT REPORT (TABLE OPTION)

**COLUMN 1—PROGRAM LEARNING OUTCOMES**

Program learning outcomes (PLOs) are statements that describe what learners will know and be able to do when they graduate from an academic program. Every program, including undergraduate, graduate, and certificate programs, must have PLOs. If your program does not have PLOs, or if you are unsure what these are, please email [assessment@semo.edu](mailto:assessment@semo.edu) for support.

In Column 1 of this report, please enter each of your program learning outcomes. There should be one PLO per box.

**COLUMN 2—ASSESSMENT (DIRECT AND INDIRECT EVIDENCE)**

In this column, please list all forms of assessment that help you gain insight into student learning toward each program learning outcomes. Each PLO can have one or more assessments.

This should be listed as sources of evidence, either direct or indirect. For example, class participation in a particularly relevant class or session, quiz scores in a class, or completion rates of a related course or activity may provide indirect evidence toward a program learning outcome (you may think of other types of indirect evidence). Scores on an exam or signature assignment may provide direct evidence toward a program learning outcome.

Your sources of evidence should be listed on your Curriculum Map. Every program at Southeast, including undergraduate, graduate, and certificate programs, must have a Curriculum Map. If your program does not have a Curriculum Map, or if you are unsure what this is, please email [assessment@semo.edu](mailto:assessment@semo.edu) for support.

**COLUMN 3—CONCLUSIONS BASED ON EVIDENCE**

In this column, please provide quantitative data (if available) and/or qualitative data for each type of assessment listed in Column 2. Each assessment can have one or more conclusions.

For example, if you listed quiz scores from a class as indirect evidence of a learning outcome, then in Column 2, you should write (for example), “92% of students in XLS201 demonstrated proficiency of PLO 1 in a series of three quizzes related to this topic”.

**COLUMN 4—RATING**

In this column, please provide a single word (see below) as an overall assessment of students’ achievement of the learning outcome. Use the following rating scale:

* **Excellent:** The evidence indicates that most (or all) of the students in this program have achieved this program learning outcome.
* **Good:** The evidence indicates that many students in this program have achieved this program learning outcome.
* **Fair:** The evidence indicates that some students in this program have achieved this program learning outcome.
* **Poor:** The evidence indicates that few (or no) students in this program have achieved this program learning outcome.

**COLUMN 5—ACTIONS TAKEN OR PLANNED**

In this column, list the actions that you will (or plan to) take to improve student learning, based on the information in Columns 3 and 4. For example, if you have given a PLO a rating of ‘Excellent’, then your action may be to continue doing what you are doing! If you have given a PLO a rating of ‘Fair’, you may want to outline ideas for improving the approach to teaching or assessment.