



Assessment of Student Learning Outcomes Annual Report
(Due May 20 to lpraslova@vanguard.edu and officeoftheprovoost@vanguard.edu).

Program/Department: _____

Date: _____

Program Mission

Program learning outcomes (also included in the assessment plan). Please also indicate where these outcomes are communicated (e.g., syllabi, catalog), and provide a link to learning outcomes posted on your departmental website.

Annual Assessment Report: please address the following (a few sentences are usually sufficient).

- 1) A review of the previous year's cycle including a discussion of all changes made as a result of the analysis.
- 2) The results of the evaluated SLOs for the current year.
- 3) The analysis and actions to be taken as a result of that analysis.
- 4) A brief review of the validity and effectiveness of the assessment process and any planned modification of it.
- 5) A list of Department/Program meetings during the current year in which the student outcomes assessment work was accomplished, and other relevant activities.
- 6) Student achievement of CORE SLOs (Integration of Faith and Learning, Cultural Competency and Citizenship, Communication, Qualitative and Quantitative Critical Thinking, Holistic Living, Information and Technology) is relevant to all academic programs. Please briefly describe the role of your program in teaching and assessment of these core competencies.

- 7) Vanguard expects students to excel in four specific diversity learning outcomes listed in the Academic Catalog: Knowledge, Self-Examination, Personal Engagement, and Social Engagement. If your program has and assesses diversity SLOs, as relevant by discipline, please briefly describe when such SLOs were last assessed, what were the results of this assessment, and when is the next assessment planned (your assessment plan may already reflect this. In this case, simply refer to your assessment plan). Please reflect on the role of your program in development of diversity competencies.
- 8) Self-Evaluation of the State of Assessment per rubric at the end of this template document (Initial, Emerging, Developed, Highly Developed).
- 9) When was the last program review conducted, and when is the next program review scheduled?
- 10) Please include Updated Assessment Plan and Program SLO Matrix.



PROGRAM ASSESSMENT PLAN (BASIC) (please only use this as a starting point if you've never had an assessment plan. Programs are expected to develop "advanced" assessment plan)

Program/Department: _____

Date: _____

Program Mission

Student Learning Outcomes	Timeline for Assessment (academic year or semester in which an outcome is evaluated)	Evidence to Be Collected/Assessment Method(s)	Criteria for success (e.g., % of students to score 3 or above on a 4-point rubric)

This table should be modified to reflect each Major or Program Outcomes. A sustainable assessment plan usually involves evaluating 1-2 Program SLOs a year, typically with a goal of evaluating all outcomes within a 5-year program review cycle.



Sample Program Student Learning Outcome Matrix (Basic)

COURSES	Program SLO #1	Program SLO #2	Program SLO #3	Program SLO #4	Program SLO #5	Program SLO #6
1	X		X		X	X
2	X	X			X	
3		X		X	X	X

This table should be modified to reflect each Major or Program as well as each course offered in the curriculum. The completed chart will depict how each course in the curriculum addressed relevant Program Student Outcomes.



PROGRAM ASSESSMENT PLAN (ADVANCED)

Program/Department: _____

Date: _____

Program Mission

Student Learning Outcomes	Timeline for Assessment (academic year or semester in which an outcome is evaluated)	Evidence to Be Collected/Assessment Method(s)	Responsible Individual(s)	Criteria for success (e.g., % of students to score 3 or above on a 4-point rubric)	Summary of Assessment Results and how the Results are used

This table should be modified to reflect each Major or Program Outcomes. A sustainable assessment plan usually involves evaluating 1-2 Program SLOs a year, typically with a goal of evaluating all outcomes within a 5-year program review cycle.



Sample Program Student Learning Outcome Matrix (Advanced)
 I = Introduced; P = Practiced; D = Demonstrated

COURSES	Program SLO #1	Program SLO #2	Program SLO #3	Program SLO #4	Program SLO #5	Program SLO #6
1	I, P,	n/a	I, P	I, P	na	na
2	I, P	I, P, D	I, P, D	I, P, D	na	na
3	I, P, D	P, D	I, P, D	P, D	I, P, D	I, P, D

This table should be modified to reflect each Major or Program as well as each course offered in the curriculum. The completed chart will depict how each course in the curriculum influences the various Program Student Outcomes through Introduction, Practice or Demonstration.

SLO Introduced: concepts, processes, skills, or tasks that are seen for the first time in introductory courses.

SLO Practiced: concepts, processes, skills, or tasks that are practiced but not fully ready for a final presentation or performance.

SLO Demonstrated: concepts, processes, skills, or tasks that are presented or performed as a final or professional presentation.

Rubric for Evaluation of Program Annual Assessment Reports (based on WSCUC rubrics and requirements).

Criterion	Initial	Emerging	Developed	Highly Developed
Comprehensive List Of Student Learning Outcomes	The list of outcomes is problematic: e.g., very incomplete, overly detailed, inappropriate, disorganized. It may include only discipline-specific learning, ignoring relevant institution-wide learning. The list may confuse learning processes (e.g., doing an internship) with learning outcomes (e.g., application of theory to real-world problems).	The list includes reasonable outcomes but does not specify expectations for the program as a whole. Relevant institution-wide learning outcomes and/or national disciplinary standards may be ignored. Distinctions between expectations for undergraduate and graduate programs may be unclear.	The list is a well-organized set of reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are appropriate for the level (undergraduate vs. graduate); national disciplinary standards have been considered.	The list is reasonable, appropriate, and comprehensive, with clear distinctions between undergraduate and graduate expectations, if applicable. National disciplinary standards have been considered. Faculty have agreed on explicit criteria for assessing students' level of mastery of each outcome.
Assessable Outcomes	Outcome statements do not identify what students can do to demonstrate learning. Statements such as "Students understand scientific method" do not specify how understanding can be demonstrated and assessed.	Most of the outcomes indicate how students can demonstrate their learning.	Each outcome describes how students can demonstrate learning, e.g., "Graduates can write reports in APA style" or "Graduates can make original contributions to biological knowledge."	Outcomes describe how students can demonstrate their learning. Faculty have agreed on explicit criteria statements, such as rubrics, and have identified examples of student performance at varying levels for each outcome.
Curriculum Alignment (Alignment map/matrix)	There is no clear relationship between the outcomes and the curriculum that students experience.	Students appear to be given reasonable opportunities to develop the outcomes in the required curriculum.	The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design may be summarized in a curriculum map.	Pedagogy, grading, the curriculum, relevant student support services, and co-curriculum are explicitly and intentionally aligned with each outcome. Curriculum map indicates increasing levels of proficiency.
Assessment Planning	There is no formal plan for assessing each outcome.	The program relies on short-term planning, such as selecting which outcome(s) to assess in the current year.	The program has a reasonable, multi-year assessment plan that identifies when each outcome will be assessed. The plan may explicitly include analysis and implementation of improvements.	The program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed and how improvements based on findings will be implemented. The plan is routinely examined and revised, as needed.
Assessment Data quality	There is little to no evaluation of direct evidence of student learning. Most data is indirect.	There is some evaluation of direct evidence of student learning for one or two outcomes. Most data is indirect.	Most outcomes have been assessed with direct evidence of student learning. Samples might be small. Indirect data effectively supplements direct assessment	All outcomes have been assessed with direct evidence of student learning. If samples are insufficient, the program effectively used aggregation across cohorts. Indirect data effectively supplements direct assessment
Using assessment to inform practices/closing the loop	There is little evidence that the program uses assessment data to inform pedagogical and curricular decisions, as well as budgetary planning.	The program on occasion used assessment data to inform pedagogical and curricular decisions and/or budgetary planning.	On several occasions, the program used assessment data to inform pedagogical and curricular decisions and budgetary planning as appropriate.	The program consistently uses assessment data to inform pedagogical and curricular decisions, as well as budgetary planning as appropriate.