Assessment Reports

•
Accredited Graduate
Accredited Undergraduate
Non-Accredited Graduate
Non-Accredited Undergraduate

	Academic Ass	essment	
Number of SLOS: 2 Non-Accredited Graduate Assessment R	eport Template		
headerInfo			
College	Department/School		
Program	Degree Level		
Academic Year of Report	Date Range of Reported Da	ata	
Person Preparing the Report			
I. Degree Program & Common Graduate	e Student Learning Outcomes (SLOs)		
level: 1. Mastery of discipline content 2. Proficiency in analyzi	nest cognitive level and Common Graduate Program SLO it represer ng, evaluating and synthesizing information 3. Effective oral and wri		ed. The Common Graduate SLOs for master's programs (adopted 2/2017) are listed below. Students shall demonstrate at the gradi andards
programSLOTable			
programSLODesc	Bloom's Taxonomy Cognitive Level	Common Graduate Program SLOs	
Students will learn XYZ	Knowledge	☑ 1	
	○ Analysis	□ 2	
	○ Comprehension	☑ 3	
	Synthesis	_ 4	
	○ Application		
	Evaluation		

programSLODesc

Students can analyze problems

†

SLOs reflect professional standards as dictated by an accreditation or other external body.

+

×

×

Yes

○ No

Describe how stakeholders (both internal and external) are involved in the creation and/or review of SLOs as well as how SLOs are communicated to stakeholders. A few examples of internal stakeholders (and communication methods) could include full-time/adjunct faculty and staff (departmental meetings or retreats), and/or current students (syllabi, advising documents, student organizations). Some examples of external stakeholders (and communication methods) could include prospective students (recruitment materials), alumni (advisory boards, focus groups, surveys, newsletters), employers (internship evaluation forms, focus groups, surveys, advisory boards,

Common Graduate Program SLOs

Not Applicable for SLO

_ 1

2

_ 3

✓ 4

When it comes to the creation and review of Student Learning Outcomes (SLOs), stakeholders play a crucial role in ensuring that these outcomes accurately reflect the needs and expectations of the educational community. This includes both internal stakeholders such as faculty, staff, and students, as well as external stakeholders such as employers, accrediting bodies, and community partners.

II. Assessment Methods

A. Complete a table for each SLO. If an SLO is assessed by more than one measure, complete tables for each measure. Duplicate the table as needed to accommodate the number of measures. Attach copies of rubrics.

assessmentMeasure

Title of the Measure Tests and Exams Describe How the Measure Aligns to the SLO This is the measure of all tests and exams

Bloom's Taxonomy Cognitive Level

Knowledge

Comprehension

Analysis

Synthesis

Application

Evaluation

Domain

Check all that apply Examination

Product

Performance

Type

Direct Measure

Indirect Measure

Point In Program Assessment is Administered

measure Point In Program

In final term of program

 In final year of program measurePointLocation

Dodge Campus

Population Measured

All Students

O Sample of Students - Describe below

Frequency of Data Collection Once/semester

Once/year

Other - Describe Below **Proficiency Threshold**

Program Proficiency Target

Proficiency Target is ##%

Proficiency Threshold is ###

+ × Title of the Measure Surveys

Describe How the Measure Aligns to the SLO This is the measure of all surveys

Domain

Check all that apply

Examination Product

Performance

Direct Measure Indirect Measure

Point In Program Assessment is Administered

measurePointInProgram

In final term of program

In final year of program

measurePointLocation Dodge Campus	
Population Measured	
Sample of Students - Describe below Strange of Data Cally at its and the strange of Data Cally at its angle of the strange of Data Cally at its angle of the strange of t	
Frequency of Data Collection Once/semester	
Once/yearOther - Describe Below	
Proficiency Threshold	
Proficiency Threshold is ###	
Program Proficiency Target Proficiency Target is ##%	
Title of the Measure	
Measure 3	
Describe How the Measure Aligns to the SLO	
Measure 3 Desc Domain	
Check all that apply	
ExaminationProduct	
✓ Performance Type	
O Direct Measure	
Indirect MeasurePoint In Program Assessment is Administered	
measurePointInProgram	
○ In final term of program	
In final year of programmeasurePointLocation	
Dodge Campus	
Population Measured	
All Students	
Sample of Students - Describe belowFrequency of Data Collection	
Once/semester	
Once/yearOther - Describe Below	
Proficiency Threshold	
Proficiency Threshold is ### Program Proficiency Target	
Proficiency Target is ##%	
† *	+
measureComplementDirect B. Describe any indirect measures or additional data the program uses to complement the direct measures of SLOs.	
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OPTONAL: Provide additional information that may be helpful to reviewers.

Submit

here."},"dataCollection":{"dataResultsTable":[{}],"dataSLOStatusTable":[{}],"decisionsAndActions":[{},""]}

("studentLearningOutcomes":("programSLOTable":("programSLOCommon":["1","3"),"programSLODesc":"Students will learn XYZ","programSLOBloom":"Knowledge"},("programSLODesc":"Students can analyze problems","programSLOBloom":"Analysis"]},"proStandardsQuestion":true, "stakeholders":"When it comes to the creation and review of Student Learning Outcomes (SLOs), stakeholders play a crucial role in ensuring that these outcomes accurately reflect the needs and expectations of the educational community. This includes both internal stakeholders such as faculty, staff, and students, as well as external stakeholders such as employers, accrediting bodies, and community partners."],"assessmentMeasure":[("measureDomain":["Examination"],"measurePie:"Tests and Exams","measurePointInProgram":"finalTerm","measurePointLocation":"Dodge Campus"},"measurePointlinProgram":"finalTerm","measurePointlinProgram":"final