Program Learning Outcome Assessment Analysis Form

1	**Department**	
2	**Meeting Date**	
3		**FULLTIME** **PART-TIME**
	Number of Faculty/Staff participating in dialogue **Number of Faculty/Staff sharing Assessment Results** **Total number of faculty/staff in department**	
	Program Learning Outcomes (PLOs) measured List the PLOs whose assessment results were discussed at the meeting	
5	**Last Time these PLOs were assessed** Semester & Year of Last Assessment	
6	**Interventions attempted** Describe what actions/interventions the department attempted after the PLOs were last assessed to improve student learning.	
7	**Assessment Tools** Provide examples of major assignments your faculty used to measure the PLOs this time around.	
8	**Assessment Results** (Summarize the overall results of your departmental discussion) Examples of questions the department may want to address:	

	• In general, how did students do on the most recent PLO assessment and/or collective course level outcome assessment? • What student needs and issues were revealed? • Were there any areas where student performance was outstanding? • Any areas where it can be improved? • How do your results impact potential performance in other courses offered by your department &/or program?	
9	**Next Step in the Classroom** **to Improve Student Learning** How might student performance be improved? Some ideas are presented in the column to the right. Retain ideas that faculty felt would help them address assessment needs. Add or delete any remaining items.	• State goals or objectives of assignment/activity more explicitly • Revise content of assignment/activities • Revise the amount of writing/oral/visual/clinical or similar work • Revise activities leading up to and/or supporting assignment/activities • Increase in-class discussions and activities • Increase student collaboration and/or peer review • Provide more frequent or more comprehensive feedback on student progress • Increase guidance for students as they work on assignments • Use methods of questioning that encourage the competency you measured

		• State criteria for grading more explicitly • As an instructor, increase your interaction with students outside of class • Ask a colleague to critique assignments/activities • Collect more data • Nothing; assessment indicates no improvement necessary • Other (please describe)
10	**Next Step in the Department to Improve Student Learning** Listed are some examples of what your department may do to improve student learning. Feel free to keep any activities that are relevant to your course and delete any the department does not find beneficial. If none of the activities listed are relevant to the department, create new ones. Feel free to add and delete as necessary.	o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods o Consult teaching and learning experts about teaching methods o Encourage faculty to share activities that foster competency o Write collaborative grants to fund departmental projects to improve teaching o Purchase articles/books on teaching about competency o Visit classrooms to provide feedback (mentoring) o Create bibliography of resource material o Have binder available for rubrics and results o Analyze course curriculum,, so that the department can build a progression of skills as students advance through courses o Nothing; assessments indicate no improvements necessary o Other (please describe)

11	**Priorities to Improve Student Learning** List the top 3-6 things faculty/staff felt would <u>most</u> improve student learning and success in you're the course	
12	**Implementation** List the departmental plans to implement these priorities	
13	**Timeline for Implementation** Provide a timeline for implementation of your top priorities	
14	**Budget Implications** What resources will you need to actualize your top priorities?	