**NOVA SOUTHEASTERN UNIVERSITY**

**Assessment of Student Learning Outcomes**

**[MAJOR], [DEGREE] Program**

**[COLLEGE AND/OR DEPARTMENT]**

**[ACADEMIC YEAR]**

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**Note: The major sections are in black and bold. Use the blue bulleted items as checklists for areas to be addressed and replace the bulleted items with appropriate text comments and data. In addition, this template may be substituted by your student learning outcomes report that is used for your professional accreditation (if applicable). For those programs who require licensure/certification examinations, please complete Section V.**

# **Introduction**

* + Program Mission
	+ List all locations where courses in the major are offered. (e.g., main campus, North Miami Beach campus, Orlando Student Educational Center, corporate clusters in (city and state), etc.).
	+ List of Program Learning Outcomes

# **Improvement Updates on Previous ASLO Reporting**

1. Detailed Description of **Program-Level** Improvements Resulting from the Previous ASLO Reporting Process

Restate the strategies proposed for student learning improvements in previous ASLO reporting under section V (Strategies for Improving Student Learning). Provide an update on the status of those strategies, including how those improvements contributed to continuous improvement in student performance and learning outcomes.

1. Detailed Description of **Course-Level** Improvements Resulting from the Previous ASLO Reporting Process

Restate the strategies proposed for student learning improvements in previous ASLO reporting under section V (Strategies for Improving Student Learning). Provide an update on the status of those strategies, including how those improvements contributed to continuous improvement in student performance and learning outcomes.

# **Selected Expected Program Outcomes and Direct Assessments**

1. **First Selected Expected Program Student Learning Outcome**
2. Statement of First Expected Program Student Learning Outcome Being Analyzed

State the outcome statement and include a discussion of the rationale for the particular program outcomes selected for analysis.

1. Detailed Description of Direct Assessment Method(s) and Process to be Used for First Expected Program Student Learning Outcome

Describe the direct assessment method(s). Describe how assessment data is collected and analyzed. Clearly show the linkages between the expected content of student products and performances, assessment instruments (such as rubric items), and the program outcome under study. An outside reader must be able to see the relationship between the direct assessment, the assessment instrument, and the program student learning outcome.

1. Statement of the Expected Level of Achievement of First Expected Program Student Learning Outcome

Typically, this is the percentage of students included in the assessment of the outcome that met the minimum expected level of achievement set in advance by faculty. A hypothetical example where a rubric was used to collect assessment data might be that at least 90 percent of students will receive a rating of 4 out of 5 for rubric items 1, 3, and 4.

1. Analysis, Interpretation, and Discussion of Result(s) for First Expected Program Student Learning Outcome

Provide details, such as the number of student products and the number of sections or terms included in the analysis, and present actual assessment data collected in tables and/or graphs. Discuss any limitations in the data and state your conclusions concerning expected levels of achievement of the program outcome.

1. **Second Selected Expected Program Student Learning Outcome**
2. Statement of Second Expected Program Student Learning Outcome Being Analyzed

State the outcome statement and include a discussion of the rationale for the particular program outcomes selected for analysis.

1. Detailed Description of Direct Assessment Method(s) and Process to be Used for Second Expected Program Student Learning Outcome

Describe the direct assessment method(s). Describe how assessment data is collected and analyzed. Clearly show the linkages between the expected content of student products and performances, assessment instruments (such as rubric items), and the program outcome under study. An outside reader must be able to see the relationship between the direct assessment, the assessment instrument, and the program student learning outcome.

1. Statement of the Expected Level of Achievement of Second Expected Program Student Learning Outcome

Typically, this is the percentage of students included in the assessment of the outcome that met the minimum expected level of achievement set in advance by faculty. A hypothetical example where a rubric was used to collect assessment data might be: at least 90 percent of students will receive a rating of 4 out of 5 for rubric items 1, 3, and 4.

1. Analysis, Interpretation, and Discussion of Result(s) for Second Expected Program Student Learning Outcome

Provide details, such as the number of student products and the number of sections or terms included in the analysis, and present actual assessment data collected in tables and/or graphs. Discuss any limitations in the data and state your conclusions concerning expected levels of achievement of the program outcome.

1. **Third Selected Expected Program Student Learning Outcome**
2. Statement of Third Expected Program Student Learning Outcome Being Analyzed

State the outcome statement and include a discussion of the rationale for the particular program outcomes selected for analysis.

1. Detailed Description of Direct Assessment Method(s) and Process to be Used for Third Expected Program Student Learning Outcome

Describe the direct assessment method(s). Describe how assessment data is collected and analyzed. Clearly show the linkages between the expected content of student products and performances, assessment instruments (such as rubric items), and the program outcome under study. An outside reader must be able to see the relationship between the direct assessment, the assessment instrument, and the program student learning outcome.

1. Statement of the Expected Level of Achievement of Third Expected Program Student Learning Outcome

Typically, this is the percentage of students included in the assessment of the outcome that met the minimum expected level of achievement set in advance by faculty. A hypothetical example where a rubric was used to collect assessment data might be at least 90 percent of students will receive a rating of 4 out of 5 for rubric items 1, 3, and 4.

1. Analysis, Interpretation, and Discussion of Result(s) for Third Expected Program Student Learning Outcome

Provide details, such as the number of student products and the number of sections or terms included in the analysis, and present actual assessment data collected in tables and/or graphs. Discuss any limitations in the data and state your conclusions concerning expected levels of achievement of the program outcome.

# **Comparison of Student Achievement by Location and/or Modality (if applicable).**

Include, if applicable, a comparative analysis of student achievement in the major for each type of location and/or modality through which the major is offered. (The expectation is that you will segment your assessment results by location and modality.)

# **Additional Measure Required *Only* for Programs that have a Licensure/Certification Exam Results for the past 5 years (if applicable)**

State the type of licensure/certification exam that your students take. Provide the frequency for the licensure/certification results that come in for your program. Provide the program’s licensure/certification exam goal rate and the minimum goal rate that your professional or specialized accrediting body requires for all locations and modalities. Provide the **five** most recent reports for all locations and modalities.

# **Assessment of Student Learning Outcomes Findings**

Provide a summary of the level of achievement of the particular expected outcomes of student learning in the major chosen for analysis.

Discuss the extent to which particular outcomes of student learning have been achieved and areas of strength and weakness in student learning.

# **Strategies for Improving Student Learning**

Discuss changes to be made for improvement of student learning based on assessment findings.

Ensure this section reflects upon the assessment results.

Outline strategies for improving student learning aimed at higher levels of achievement of the particular program learning outcomes studied.

Discuss changes to be made for improvement of student learning based on the assessment of program learning outcomes.

Document actions that will be taken for improvement of the areas identified *by the assessment results*.

Focus on discussing areas in need of improvement identified by the assessment of program learning outcomes.

***Note:*** *In the years following the one in which you have produced this ASLO, repeat the assessments to see if there has been improvement resulting from any changes made.*

**APPENDIX I**

**Complete List of Program’s Expected Student Learning Outcomes**