**2023-2024 Assessment of Learning (AoL) and Student Success Report Template**

Guided by our vision, mission, and strategic plan, Kennesaw State University strives to continuously improve the quality of all aspects of the institution.[Assessment of Learning](https://cia.kennesaw.edu/assessment/assessment-of-learning.php) is the process by which faculty demonstrate a commitment to continuous improvement in student learning and student success. Ongoing and thoughtful assessment and reflection supports a culture of evidence and data-informed improvement.

For the 2023-2024 report, programs will use this revised template and include the following sections:

**Due March 15**

* [Curriculum Map (required)](#Curriculum_Map)

* [Program Student Learning Outcome 1](#Student_Learning_Outcome1) (required)
* Diagram

  Description automatically generated[Program Student Learning Outcome 2](#Student_Learning_Outcome2) (required)
* Program Student Learning Outcome 3 (optional)
* [Student Success Outcome](#Student_Success_Outcome)
* Please note: Programs with a *specialized accreditation exemption* will continue to submit their most recent self-study in lieu of using the template.

The template incorporates questions to guide purposeful reflection and discussion at faculty meetings. The template may be modified to meet your program’s needs as long as the pertinent information is included and easily identified. For instance, the report may be written in the form of a study for future publication or conference presentation, if desired.

The [Assessment of Learning](https://cia.kennesaw.edu/assessment/assessment-of-learning.php) website provides additional resources to support your assessment efforts. Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions or you would like to schedule a consultation. Thank you for your commitment to continuous improvement at KSU.

**Cover Sheet**

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| **College:** |  |
| **Department:** |  |
| **Program:** |  |
| **Program Coordinator:** |  |
| **Assessment Coordinator (if applicable):** |  |

**Have the outcomes and/or measures changed from the previous year?**  Yes  No

*If the outcomes or measures will be modified for the following academic year, please contact the Assessment Office at* [*assessment@kennesaw.edu*](mailto:assessment@kennesaw.edu)*.*

**Did your program encounter any challenges in collecting data and/or implementing strategies for improvement?**

*If applicable, please describe any challenges with data collection or the implementation of improvement strategies.*

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**Is the Full Report Due?** *Every 3 years (per the* [*Cohort Schedule*](https://cia.kennesaw.edu/assessment/assessment-of-learning.php)*), an additional item is required in certain sections of the report. Specifically, programs are asked to summarize their results over the past 3 years, note any trends in the findings, interpret their findings, and discuss the impact (if any) of their improvement efforts.*

*Based on the* [*Cohort Schedule*](https://cia.kennesaw.edu/assessment/assessment-of-learning.php)*, is the full report due for your program?*  Yes  No

If so, please complete the section on the “**TRENDS, INTERPRETATIONS, AND IMPACT (3rd year report only)”** for each program student learning outcome and student success outcome assessed during this time.

Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions about your program’s cohort or the Cohort Schedule.

**Curriculum Map (required)**

A curriculum map is used to demonstrate how the courses in the program of study align with the program-level student learning outcomes (it shows the courses that introduce and/or reinforce each student learning outcome). If improvements are needed for a student learning outcome, the curriculum map can help identify where those improvements can be made. A curriculum map also helps programs prepare for curriculum change proposals and successful Academic Program Reviews. Therefore, it is recommended that programs include their curriculum map with their assessment reports. If we have a list of your approved program-level student learning outcomes on file, we will send that file to you with the instructions for the assessment report. If we do not have those on file, you may be able to find them stored with your program records. If you need assistance, please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu).

**PROGRAM-LEVEL STUDENT LEARNING OUTCOMES (PSLOs):** *Please list all PSLOs for the program, label each as PSLO 1, PSLO 2, PSLO 3, etc., and use an asterisk (\*) to identify the PSLOs the program is assessing and reporting on currently. • Make sure all PSLOs use a precise learning verb (measurable and observable) and clearly specify the knowledge, skills, and/or abilities students are expected to achieve. • For example: PSLO 1: Students will be able to recall key concepts and theories in the discipline. \*PSLO 2: Students will be able to critically review the recent research in the discipline. \*PSLO 3: Students will be able to design a research study addressing a contemporary issue in the discipline. PSLO 4: Students will be able to work collaboratively as part of a team. \*PSLO 5: Students will be able to write effectively using the proper style and format for the discipline. PSLO 6: Students will be able to speak effectively in front of groups.*

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**CURRICULUM MAP: Which courses in your program align with each of your Program Student Learning Outcomes (PSLOs)?**

*Using a table format (see example below), map each of the PSLOs to the courses in the program of study that include the PSLO as part of the course curriculum (these are usually required courses). •* *Include all PSLOs and all required courses appropriate for your program. •*  *Use an I (introduced) to indicate courses that introduce each PSLO and an R (reinforced) for courses where the PSLO is reinforced. Alternatively, for non-sequenced programs (no prerequisites), programs may use an “X” to indicate courses that address each outcome. Use an A (assessed) to indicate in which courses data is collected for the assessment of each PSLO. •* Using the assessment schedule column, please indicate the years in which you plan to assess each of your outcomes. Enter “yearly” for the PSLOs you are assessing currently and “yearly starting 2025” for all other PSLOs. Programs may use the same assessment instrument (ex. grading rubric from senior seminar assignment) to assess different PSLOs (ex. Senior Seminar Project, rubric item 1 used to measure PSLO 1; Senior Seminar Project, rubric item 2 used to measure PSLO 2; Senior Seminar Project, rubric item 3 used to assess PSLO 3, etc.). In the assessment tools (direct) column, indicate the assessment tool(s) you plan to use to create a **direct** measure of each outcome (ex. Senior Seminar Project, Rubric Item 1). Two measures are required for each outcome and *at least one* must be a direct measure. If you plan to use an indirect measure, then use the assessment tools (indirect) column to enter the tools you plan to use to create this indirect measure.

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| **Learning Outcomes** | **Courses** | | | | | | | | **Assessment Schedule** | **Assessment Tools (Direct)** | **Assessment Tools (Indirect)** |
|  | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **Course 5** | **Course 6** | **Course 7** | **Course 8** |  |  |  |
| PSLO1 |  |  |  |  |  |  |  |  |  |  |  |
| PSLO2 |  |  |  |  |  |  |  |  |  |  |  |
| PSLO3 |  |  |  |  |  |  |  |  |  |  |  |
| PSLO4 |  |  |  |  |  |  |  |  |  |  |  |
| PSLO5 |  |  |  |  |  |  |  |  |  |  |  |
| PSLO6 |  |  |  |  |  |  |  |  |  |  |  |

*On the pages below, this template includes separate sections for the assessment of 3 PSLOs. Add or remove sections as needed.*

**Program Student Learning Outcome 1**

**PROGRAM STUDENT LEARNING OUTCOME STATEMENT: What will students know or be able to do upon completion of the program?** *Identify the student learning outcome the program is focusing on for continuous improvement in this report. • Use clear, concise language and action verbs (see Bloom’s Taxonomy).*

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**METHODS: How is evidence of the outcome collected?** *Describe how you will measure achievement of the expected outcome.* ***Two measures*** *are required and at least* ***one measure must be a direct measure****. Both measures should be sufficiently granular and directly aligned with the outcome*. *• In the box below, include the following: 1. Identify each measure, 2. indicate if the measure is direct or indirect, 3. identify the assessment instrument/item(s) used to create the measure, 4. identify the course name/number/semester(s) in which the assessment data will be collected, and 5. describe the sampling process.* *• Example: “Measure 1 (direct): Mean score and other descriptive statistics from the Analysis & Interpretation Grading Rubric Item for the final project in KSU 4499, data collected from all students enrolled in all sections of the course in fall, spring, and summer semesters). Measure 2 (indirect): “Mean score and other descriptive statistics from Item # 3 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.”*

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| **Measure 1:**  **Measure 2:** |

*Are all assignment descriptions, exam items, and rubrics clearly labeled and included here or in the Appendix?* Yes  No

*If no, please explain.*

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**RESULTS: What are the results for each measure? What are the big “take-aways” from these results?** *Summarize and interpret the results from this past year for each measure using clear and succinct language. Discuss what the results tell you about student achievement for this outcome. • For quantitative measures, use summary statistics (i.e., counts, means, and/or frequency distributions) and include graphs/tables. For qualitative measures, use lists, themes, and/or descriptive narratives. • If you have results from previous years (within the 3-year reporting cycle), include them as well and note any changes.*

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**FORMATIVE ASSESSMENT: Are formative assessments used in the courses that introduce or reinforce the student learning outcome to improve student achievement of the outcome?** *Formative assessment involves monitoring student learning in real-time so that instructors may modify their teaching and students may improve their learning throughout the course and/or program. • Please discuss the extent to which formative assessments are used to improve achievement of the outcome, provide some examples, and discuss faculty perceptions of the usefulness of these formative assessments.*

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**LEARNING IMPROVEMENT: How is the program using the results to improve student learning?** *Based on the assessment findings related to this outcome, describe the pedagogical and/or curricular improvements that the program faculty implemented in the past year (if applicable) and describe the pedagogical and/or curricular improvements the program faculty are planning to implement in the next year. • Describe the process used to discuss assessment results among faculty and develop and implement improvement strategies. • If it is determined that there is no room for improvement based on the findings, indicate how the program will further explore student achievement of the outcome (ex. disaggregate data to examine possible learning gaps, collect data on an additional measure to confirm student achievement of the outcome, etc.).*

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**ASSESSMENT IMPROVEMENT: What efforts is the program making to improve their PSLO assessment processes related to this outcome?** Based on the feedbackprovided regarding the assessment of this outcome (if relevant)**,** what improvements has the program made this past year and/or what improvements is the program planning to make in the next year.

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**TRENDS, INTERPRETATIONS, AND IMPROVEMENTS (3rd year report only): What trends have been observed over the last 3 years?** *Summarize and reflect on the results/trends over the past 3 years and the improvement strategies implemented. Discuss if/how these strategies supported student learning. Discuss if additional monitoring and improvements are needed.*

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**Program Student Learning Outcome 2**

**PROGRAM STUDENT LEARNING OUTCOME STATEMENT: What will students know or be able to do upon completion of the program?** *Identify the student learning outcome the program is focusing on for continuous improvement in this report. • Use clear, concise language and action verbs (see Bloom’s Taxonomy).*

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**METHODS: How is evidence of the outcome collected?** *Describe how you will measure achievement of the expected outcome.* ***Two measures*** *are required and at least* ***one measure must be a direct measure****. Both measures should be sufficiently granular and directly aligned with the outcome*. *• In the box below, include the following: 1. Identify each measure, 2. indicate if the measure is direct or indirect, 3. identify the assessment instrument/item(s) used to create the measure, 4. identify the course name/number/semester(s) in which the assessment data will be collected, and 5. describe the sampling process. • Example: “Measure 1 (direct): Mean score and other descriptive statistics from the Analysis & Interpretation Grading Rubric Item for the final project in KSU 4499, data collected from all students enrolled in all sections of the course in fall, spring, and summer semesters). Measure 2 (indirect): “Mean score and other descriptive statistics from Item # 3 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.”*

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| **Measure 1:**  **Measure 2:** |

*Are all assignment descriptions, exam items, and rubrics clearly labeled and included here or in the Appendix?* Yes  No

*If no, please explain.*

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**RESULTS: What are the results for each measure? What are the big “take-aways” from these results?** *Summarize and interpret the results from this past year for each measure using clear and succinct language. Discuss what the results tell you about student achievement for this outcome. • For quantitative measures, use summary statistics (i.e., counts, means, and/or frequency distributions) and include graphs/tables. For qualitative measures, use lists, themes, and/or descriptive narratives. • If you have results from previous years (within the 3-year reporting cycle), include them as well and note any changes.*

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**LEARNING IMPROVEMENT: How is the program using the results to improve student learning?** *Based on the assessment findings related to this outcome, describe the pedagogical and/or curricular improvements that the program faculty implemented in the past year (if applicable) and describe the pedagogical and/or curricular improvements the program faculty are planning to implement in the next year. • Describe the process used to discuss assessment results among faculty and develop and implement improvement strategies. • If it is determined that there is no room for improvement based on the findings, indicate how the program will further explore student achievement of the outcome (ex. disaggregate data to examine possible learning gaps, collect data on an additional measure to confirm student achievement of the outcome, etc.).*

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**TRENDS, INTERPRETATIONS, AND IMPROVEMENTS (3rd year report only): What trends have been observed over the last 3 years?** *Summarize and reflect on the results/trends over the past 3 years and the improvement strategies implemented. Discuss if/how these strategies supported student learning. Discuss if additional monitoring and improvements are needed.*

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**Program Student Learning Outcome 3**

**PROGRAM STUDENT LEARNING OUTCOME STATEMENT: What will students know or be able to do upon completion of the program?** *Identify the student learning outcome the program is focusing on for continuous improvement in this report. • Use clear, concise language and action verbs (see Bloom’s Taxonomy).*

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**METHODS: How is evidence of the outcome collected?** *Describe how you will measure achievement of the expected outcome.* ***Two measures*** *are required and at least* ***one measure must be a direct measure****. Both measures should be sufficiently granular and directly aligned with the outcome*. *• In the box below, include the following: 1. Identify each measure, 2. indicate if the measure is direct or indirect, 3. identify the assessment instrument/item(s) used to create the measure, 4. identify the course name/number/semester(s) in which the assessment data will be collected, and 5. describe the sampling process. • Example: “Measure 1 (direct): Mean score and other descriptive statistics from the Analysis & Interpretation Grading Rubric Item for the final project in KSU 4499, data collected from all students enrolled in all sections of the course in fall, spring, and summer semesters). Measure 2 (indirect): “Mean score and other descriptive statistics from Item # 3 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.”*

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| **Measure 1:**  **Measure 2:** |

*Are all assignment descriptions, exam items, and rubrics clearly labeled and included here or in the Appendix?* Yes  No

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**RESULTS: What are the results for each measure? What are the big “take-aways” from these results?** *Summarize and interpret the results from this past year for each measure using clear and succinct language. Discuss what the results tell you about student achievement for this outcome. • For quantitative measures, use summary statistics (i.e., counts, means, and/or frequency distributions) and include graphs/tables. For qualitative measures, use lists, themes, and/or descriptive narratives. • If you have results from previous years (within the 3-year reporting cycle), include them as well and note any changes.*

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**LEARNING IMPROVEMENT: How is the program using the results to improve student learning?** *Based on the assessment findings related to this outcome, describe the pedagogical and/or curricular improvements that the program faculty implemented in the past year (if applicable) and describe the pedagogical and/or curricular improvements the program faculty are planning to implement in the next year. • Describe the process used to discuss assessment results among faculty and develop and implement improvement strategies. • If it is determined that there is no room for improvement based on the findings, indicate how the program will further explore student achievement of the outcome (ex. disaggregate data to examine possible learning gaps, collect data on an additional measure to confirm student achievement of the outcome, etc.).*

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**ASSESSMENT IMPROVEMENT: What efforts is the program making to improve their PSLO assessment processes related to this outcome?** Based on the feedbackprovided regarding the assessment of this outcome (if relevant)**,** what improvements has the program made this past year and/or what improvements is the program planning to make in the next year.

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**TRENDS, INTERPRETATIONS, AND IMPROVEMENTS (3rd year report only): What trends have been observed over the last 3 years?** *Summarize and reflect on the results/trends over the past 3 years and the improvement strategies implemented. Discuss if/how these strategies supported student learning. Discuss if additional monitoring and improvements are needed.*

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**Student Success Outcome**

In line with KSU’s strategic priority related to student success, all undergraduate and graduate degree programs as well as standalone certificate programs should identify a student success outcome (retention, progression, or graduation) to focus on for continuous improvement. New programs and/or low enrolled programs, however, may focus on improving enrollment.

**STUDENT SUCCESS OUTCOME: For your program, which student success outcome has the greatest need for improvement?**

*Programs should select retention (R), progression (P), or graduation (G). New programs and low enrolled programs may focus on enrollment.*

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**MEASURES: How will student success measures be collected?** *Identify one student success measure that can be tracked over time to measure the outcome and identify a second measure that can be tracked yearly to inform the program’s student success strategy (ex. course DFWI rates).*

**Measure 1**

*Identify at least one measure of student success (R, P, G) you will be able to use to track your student success outcome over time. • You may select a measure from the new METRICS dashboard, Institutional Research, or another institutional source. • Describe this measure. • Examples: Retention rates (1-year, 2-year, and 3-year) for our major as provided in the First-Time Full-Time Retention and Graduation Rate provided by the Office of Institutional Research. Completion rates (4-year and 6-year) for our majors, for the Fall 2016 cohort, as reported on the METRICS Dashboard.*

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**Measure 2**

*Identify an additional measure you will be able to track yearly and use to inform your student success strategy. • Describe the measure and how it will inform your student success strategy. • Examples: Percent of students who met with their advisor, as reported on the METRICS dashboard. To improve graduation rates, we are focusing on student advising.*

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**RESULTS:**

*Summarize results for your measure(s) using clear and succinct language. • For quantitative measures, use summary statistics (i.e., counts, means, and/or frequency distributions) and include graphs/tables, if applicable. • For qualitative measures, use lists, themes, and/or descriptive narratives, if applicable. • If you have results from previous years, include those results as well and note any changes.*

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**STUDENT SUCCESS IMPROVEMENT: How is the program using the results to improve student learning?**

*Based on the findings related to this outcome, describe the strategies the program is implementing to improve student success. Describe what was completed in the past year and what the program is planning to complete during the next year.*

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**TRENDS, INTERPRETATIONS, AND IMPROVEMENTS (3rd year report only): What trends have been observed over the last 3 years?** *Summarize and reflect on the results/trends over the past 3 years and the improvement strategies implemented. Discuss if/how these strategies supported student learning. Discuss if additional monitoring and improvements are needed.*

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**Appendix**

Please include all assessment measures in the Appendix (i.e., exam items, rubrics, internship/clinical supervisor evaluation, surveys, etc.). If applicable, also include any relevant supplemental items or other attachments (such as additional data/results tables, mission statement, meeting minutes, annual or strategic plan, etc.). Please label all measures and supplemental items clearly.

**Page Number**

**Student Learning Outcome 1**

Measure 1: [Document Name]

Measure 2: [Document Name]

Supplemental Items (if applicable): [Document Name]

**Student Learning Outcome 2**

Measure 1: [Document Name]

Measure 2: [Document Name]

Supplemental Items (if applicable): [Document Name]

**Student Learning Outcome 3**

Measure 1: [Document Name]

Measure 2: [Document Name]

Supplemental Items (if applicable): [Document Name]

**Student Success Outcome**

Measure 1: [Document Name]

Measure 2: [Document Name]

Supplemental Items (if applicable): [Document Name]