|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program: | | | | | Date: |
| N = Not Addressed P = Partially Addressed A = Addressed | N | P | A | Comments: **Note: UAC provides feedback in GVAssess** | |
| **Closing the loop on previous assessment** | | | |  | |
| * Previous items/cycles discussed and closed, if appropriate |  |  |  |
| * UAC feedback has been incorporated, if appropriate |  |  |  |
| **Student Learning / Centered Outcomes** | | | |  | |
| * Student outcomes are clear and specific |  |  |  |
| * Student outcomes describe desired knowledge, skills, and dispositions of students |  |  |  |
| * Student outcomes have objectives that are relevant and measurable |  |  |  |
| **Data collection processes, measures, targets** | | | |  | |
| * At least some direct measures are used |  |  |  |
| * Measures are directly aligned with student learning outcomes |  |  |  |
| * Measures are focused on students’ knowledge, skills or dispositions |  |  |  |
| * Data collection processes yield relevant data about student learning |  |  |  |
| * Achievement targets/thresholds are realistic and specific |  |  |  |
| **Results reported and analyzed** | | | |  | |
| * Data are regularly collected and summarized |  |  |  |
| * Analysis is clear with findings supported by the data collected |  |  |  |
| **Assessment of online/hybrid programming (if applicable)** | | | |  | |
| * Online/hybrid sections are included in assessment efforts |  |  |  |
| * Consistency among online/hybrid/face-to-face is reviewed |  |  |  |
| **Closing the loop on current assessment** | | | |  | |
| * Evidence of data-informed decisions are provided |  |  |  |
| * Action is planned as a result of the decisions |  |  |  |
| **Conclusions and Implications** | | | |
| * Significance of findings to unit is described |  |  |  |
| * Implications for future work is described |  |  |  |
| Strengths of unit’s assessment processes include: | | | | | |
| Suggestions for improving the unit’s assessment process include: | | | | | |