

## PLAN

### Plan-Outcomes: Prepare for Assessment

In this section, review course outcomes using the rubric below. Also review the [course outline](#). Indicate if any updates will need to go to curriculum council (revised course outcomes, course descriptions, prerequisites etc.) Align Program Outcomes and identify Institutional Learning Outcomes to be assessed.

Plan Criteria (Before Assessment)	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
<b>Outcomes</b>	<p><a href="#">Outcomes</a> do not identify the knowledge, skills and abilities students should possess upon course completion.</p> <p>Outcomes are not measurable.</p> <p>Outcomes do not use measurable <a href="#">Bloom's Taxonomy verbs</a>.</p>	<p>Some outcomes identify the knowledge, skills and abilities students should possess upon course completion.</p> <p>Most outcomes use measurable Bloom's Taxonomy verbs.</p>	<p>All outcomes identify the knowledge, skills and abilities students should possess upon course completion.</p> <p>All outcomes are measurable using Bloom's Taxonomy verbs.</p> <p>Corresponding program outcomes are identified.</p>	<p>All outcomes are measurable and identify the knowledge, skills and abilities students should possess upon course completion.</p> <p>Corresponding program outcomes are identified.</p> <p>State/national or disciplinary standards have been incorporated into the course outcomes.</p>

## Learning Improvement Report Rubric

### Plan-Assessment Artifacts(s)/Measure(s)/Targets: Prepare for Assessment

In this section, indicate the assessment measure and target.

<b>Assessment Artifacts and Measures</b>	Assessment Artifact(s)/Measure(s) are not defined.  <a href="#">What is an assessment artifact and measure?</a>	Assessment Artifact(s)/ Measure(s) listed are vague and do not clearly connect to the outcomes.	Assessment Artifact(s)/Measure(s) listed are clear and align to each outcome.	Assessment Artifact(s)/Measure(s) listed are clear and align to each outcome.  Authentic performance-based direct and indirect Assessment  Artifact(s)/Measure(s) are included.
<b>Targets</b>	Achievement targets are not defined.  <a href="#">How to write an achievement target?</a>	Achievement targets are not clear or rigorous.  Targets are not written as the percentage of students meeting acceptable standards and targets for each outcome are not identified.	Achievement targets are clear, rigorous, yet attainable.  Targets written as percentage of students meeting acceptable standards for each outcome.	Meets all criteria of full implementation. Includes clear targets that are linked to specific outcomes for direct and indirect measures.

## Do-Implementation Process and Timeline: Prepare for Assessment and Assess

In this section, indicate the semester(s) the assessment will take place and the faculty members that are responsible for coordinating the assessments across courses and modalities. Assess outcomes for the semester(s) indicated.

**This concludes the plan portion of the LI (Learning Improvement) Report. After the assessment is completed, findings will be reported on the report section of the form.**

Reach out to a [Faculty Assessment Liaison](#) to set up your assessments in [AEFIS/Canvas](#).

## REPORT

### Check-Summarize Results: After the Assessment

In this section, assessment results are summarized including a reflection.

Report Criteria (After Assessment)	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
<b>Summarizing the Results</b>	<p>Little or no summary</p> <p><a href="#">How to summarize assessment results</a></p>	<p>Basic numbers may or may not be reported.</p> <p>Summary of results included.</p>	<p>Numbers reported, clear summary of results.</p>	<p>Numbers reported; detailed summary of results; additional conclusions; narrative of the context of the assessment.</p>

## ACT-Use Results to Improve Student Learning (Action Plan): After the Assessment

In this section, reflect on the assessment results and indicate proposed changes to curriculum and instruction if applicable. Include a timeline for the next steps including sharing results. Select one of the four uses of assessment:

1. Monitoring-Assessment results met desired level. Faculty will continue to monitor the course without changes at this time.
2. Assessment Procedure Change-The assessment tool did match expectations. The tool will be adjusted for better alignment.
3. Learning Improvement Change-Assessment results indicate a change in curriculum and instruction is needed. Curriculum and instruction will be reviewed and changes will be implemented to provide students with enhance learning opportunities.
4. Changes to curriculum and instruction were implemented. This course has been re assessed to determine learning improvement.

<b>Reflection</b>	Little or no reflection	Reflection on the process is data bound.	Reflection is informed by data and context.	Qualitative data narrative added to reflection informed data.
<b>Planned Changes</b>	Proposes ineffective changes that do not address the data.	Proposes basic or generic curriculum or instruction changes.	Proposes detailed curriculum or instruction changes and includes a timeline for implementation.	Proposes specific changes in curriculum or instruction and includes a timeline for implementation.  Timeline indicates when the course will be reassessed to confirm learning improvement.