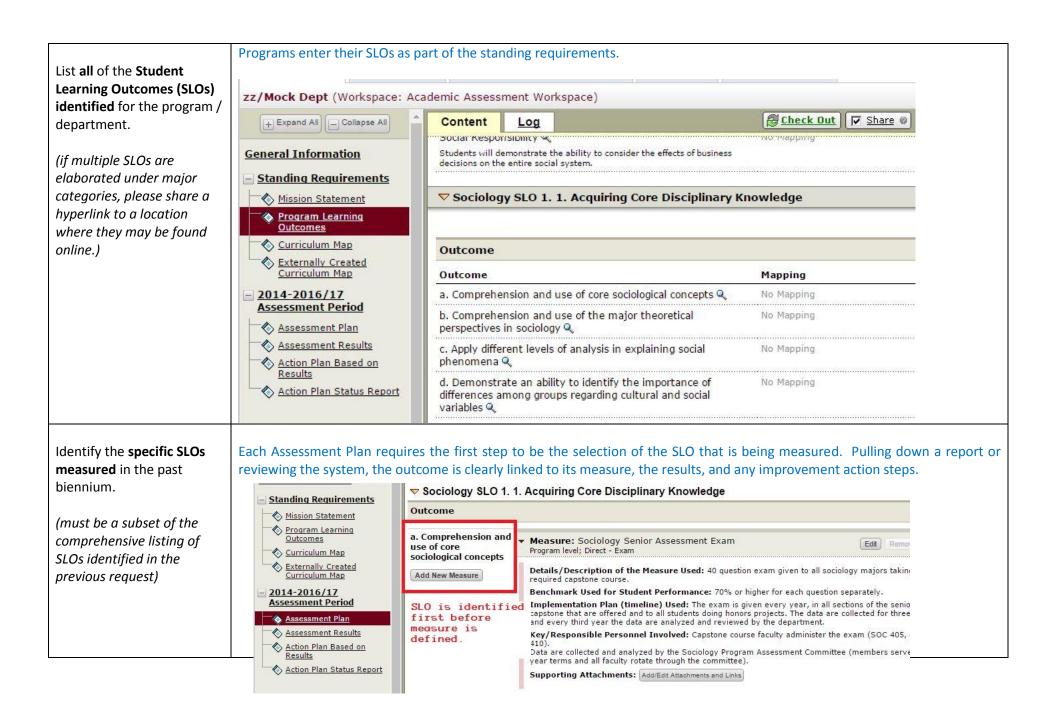
2012-2014 Biennial Assessment Report: Assessment of Student Learning Outcomes in Academic Programs Due Date: July 25, 2014

Academic Program:	Pre-loaded in Taskstream	Department:	Pre-loaded in Taskstream
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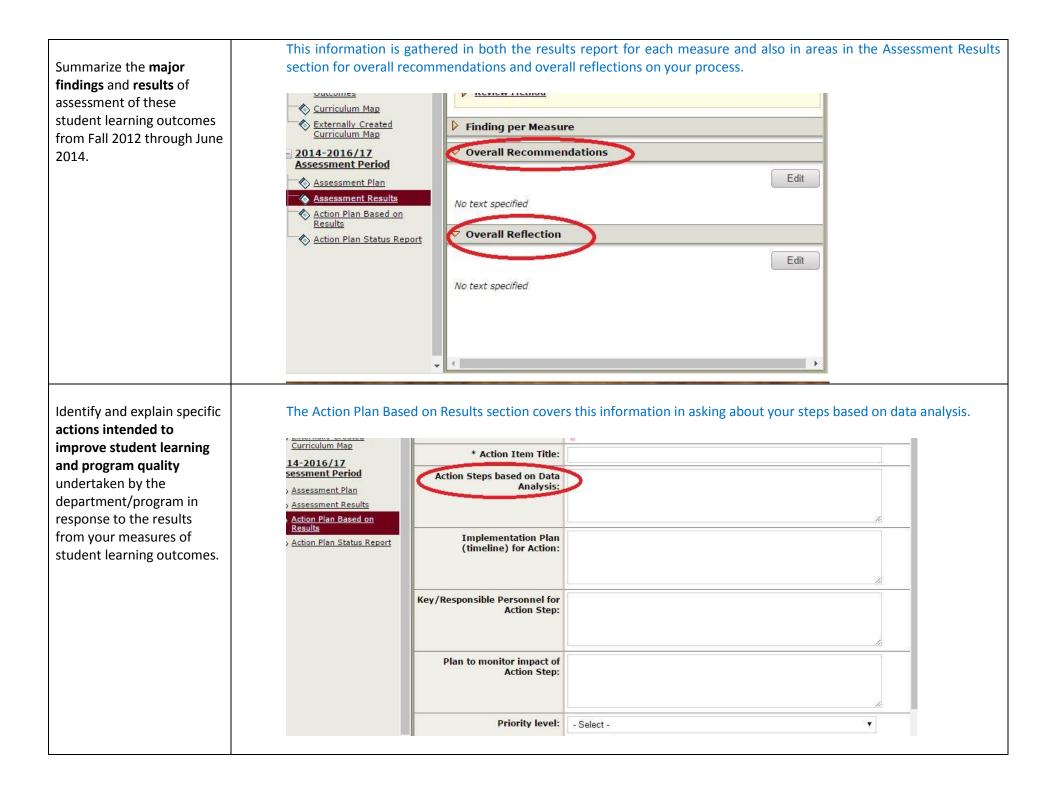
The purpose of assessment is to promote high quality student learning through a process of continual attention to evidence for student learning outcomes. The biennial assessment form serves to summarize programmatic assessment processes/outcomes in a concise manner. Biennial assessment reports are submitted to the college (or unit), are uploaded to D2L, and are a component of APR self-studies. In addition, biennial assessment reports are a component of quality assurance documentation provided to the Higher Learning Commission for university-wide reaccreditation. (An information guide for this report can be found at http://www.uwlax.edu/assessment/pca.htm.

Inquiry or Request	Assessment Response	
Who is responsible for conducting assessment in the department/program?	 Department Chair / Program Director / Departmental or Program Assessment Coordinator Department or Programmatic Assessment Committee Other (please describe): 	
	Programs are asked to input the Key/Responsible Personnel Involved in the Assessment Plan section and Action Plan Based on Results sections of the Template. (Assessment Plan section shown below).	

() (Alas)		
* Measure Title:	Final Oral Presentation	
Measure Type/Method:	Direct - Student Artifact	▼ 0
Measure Level:	Program	¥
Details/Description of the Measure Used:		
		1
Benchmark Used for Student Performance:		
Implementation Plan (timeline) Used:		
		li.
Key/Responsible Personnel Involved:		ĥ



Describe the direct Cancel Import Measure measures used to evaluate * Measure Title: • these student learning • • outcomes. Measure Type/Method: • (all programs should be • • taking advantage of direct Details/Description of the Measure Used: Direct - Student Artifact Direct - Sudent Student Performance: Direct - Student Performance: Indirect - Other	
these student learning outcomes. (all programs should be (all programs should be taking advantage of direct measures to assess their SLOs. Programs may include using a combination	
outcomes. Measure Type/Method - Select - • (all programs should be taking advantage of direct measures to assess their SLOs. Programs may include using a combination Details/Description of the Measure Used Direct - Student Artifact Direct - Student Artifact Benchmark Used for Student Performance: Indirect - Interview Indirect - Other Indirect - Other	
Measure Level: Select - (all programs should be taking advantage of direct measures to assess their SLOs. Programs may include using a combination Details/Description of the Measure Used: Details/Description of the Measure Used:	
(all programs should be taking advantage of direct measures to assess their SLOs. Programs may include using a combination Details/Description of the Measure Used: Direct - Student Athlact Benchmark Used for Student Performance: Indirect - Focus Group Indirect - Interview Indirect - Interview	
taking advantage of direct Details/Description of the Measure Used Direct - Portfolio measures to assess their Indirect - Survey Indirect - Survey SLOs. Programs may Benchmark Used for Student Performance: Indirect - Interview	
measures to assess their SLOs. Programs may Indirect - Survey include using a combination Benchmark Used for Student Performance:	
SLOs. Programs may Indirect - Interview include using a combination Indirect - Other	
include using a combination	
of direct and indirect	
measures.)	
Key/Responsible Personnel Involved:	
Describe the indirect Same as above.	ALL
measures used to evaluate summary	
these student learning of Findings:	
outcomes2014-2016/17	
This information is split across the Assessment Period	
Briefly describe the process assessment plan, results, and action steps	
your program/department sections of the template.	
used to collect, analyze and	
share assessment results. Description of now you collect information	
is in the Assessment Plan (See two blocks	
above) Description of how your analysis of results is Description of any	
in Assessment Results (shown on right) Supporting	
Files Attached:	
Benchmark Not Met Met Exceeded	
Target Achievement:	



	The Action Plan Status Rep of results.	ort gathers the informatio	n about the completion of your improve	ment actions from each set
	- Standing Requirements	* Required Fields		
	Mission Statement	* Current Status:	In Progress	
	Program Learning Outcomes Curriculum Map Externally Created <u>Curriculum Map</u>	Additional information:		
	 2014-2016/17 Assessment Period Assessment Plan Assessment Results Action Plan Based on Results Action Plan Status Report 	Next Steps:		
	Action Plan Status Report a	also captures info on your i	Cancel Check Spelling Submit	tus Summary and Summary
In light of these current	of Next Steps.	I		
biennium results, briefly describe the general		▽ Status Summary		
direction your assessment process may take in the next biennium.	Action Plan Status Report	No text specified		Edit
		▼ Summary of Next Steps		
		No text specified		Edit
		▼ Need for Consultation or	Support from College or Provost	
				Edit
		No text specified		

Please share examples of good practice that would be worthy of further dissemination beyond your program (optional).	This will be possibly incorporated into the review of program assessment work by the new ad hoc committee. Programs are always encouraged to share ideas with other departments and the Provosts office for ideas that can help improve practices on campus.
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