| Student Learning Outcomes | 1. (3) outcome statements  
|                          | 2. Stating what “students” know, think or are able to do as a result of the instruction.  
|                          | 3. Be stated in the future tense in terms of what students should be able to do as a result of instruction.  |
| Assessment measures      | 1. (2) measures per student learning outcome  
|                          | 2. (2) Direct measures or (1) direct and (1) indirect measures per student learning outcome.  
|                          | 3. Be directly related to the outcome.  |
| Performance targets      | 1. Use component (not student or respondent) as unit of analysis.  
|                          | 2. Relate to outcome and assessment measure.  
|                          | 3. Be specific (“x% of responses will be correct for each question” or “y% of scores for each item on rubric or survey will be at least 4”). (SLO)  
|                          | 4. Avoid vague words such as “most” or “majority”  
|                          | 5. Avoid “all” or “100%” targets  |

**Results and Analysis**

**Improvement Plans**

*NOT INCLUDED IN THE ASSESSMENT PLAN*

**Example:**

**Student Learning Outcome:** *Students completing the BA program in English will demonstrate their ability to analyze various texts using literary concepts.*

**Class:** *ENG 308*

**Course Mode:** Face-to-Face

**Assignment:** *Written analysis of a literary text*

**Evaluation Tool:** *Rubric: Four sections to be evaluated - Writing task, Analysis, Development, and Written Expression: Each section evaluated of 3.0 or higher on a 1*
Performance Target: On 70% of the papers, the average of 3 evaluators' scores will be a score of 3.0 or higher on a 1 (low) to 4 (high) scale: 1 - Novice; 2 - Developing; 3 - Competent; 4 – Proficient.