EXAMPLE: Student Learning Outcome Assessments for Improvement Report (SAIR) for Degree Programs

Phase 1: Expected Student Learning Outcome (SLOs)	**Phase 2: Identification of Appropriate Ways to Measure the Expected SLO**	**Phase 3: Assessments conducted of SLO Achievement and the Detailed Assessment Results, Including Distribution of Achievement Levels Detected**	**Phase 4: Analysis of What the SLO Assessment Results Mean and the Resulting Identification of the Top Priority for Program Improvement This Year Based on the Analysis**	**Phase 5: Evidence of Actively Seeking Program Improvement Based on Analysis of Assessment Results in Phase 4**	**Phase 6: Evidence of Repeated and Ongoing SLO Assessment for Continuous Program Improvement**
Identification of the Program's Expected SLO.	*Description of measurement methods used to measure SLO and their appropriateness/validity.*	*3.1. Where, when, and for how many students the SLO achievement levels were assessed per Phase 2.* *3.2. Detailed assessment results, including distributions of achievement levels detected for the outcome.*	*4.1. Analysis and interpretation of the meaning of the assessment results per the SLO in Phase 3.2.* *4.2. Identification of top priority for program improvement after considering all analyses of results in Phase 4.1*	*Evidence that the identification of program improvement in Phase 4.2 is actively underway or completed.*	*Description of the history of this program's repeated and ongoing SLO assessment process and commitment to continuous program improvement based on the analysis of SLO assessment results.*
Students will explain the core biological concepts related to evolution and the principles of genetics	Capstone Paper: In BIOL 4030, students are required to complete a capstone paper. This paper contains a section for students to explain the core biological concepts related to evolution and the principles of genetics. A rubric will be used to evaluate student performance on this aspect of the capstone paper (Scale: 1 = significantly below expectations, 2 = somewhat below expectations, 3 = meets expectations, 4 = slightly exceeds expectations, and	3.1. Where: BIOL 4030 include the title of the course When: Fall 2021 # of Students: 3.2. 65% of the seniors taking the BIOL 4030 course were rated as meeting or exceeding expectations. 20% of the seniors were rated as significantly exceeding expectations.	4.1. Although there was a slight increase in student performance from the previous year, all students are not being rated as meeting or exceeding expectations. Students may need a refresher in this area since most content is covered during their sophomore year in the program. 4.2. The program will work to implement refresher sessions on core evolution and genetics concepts	Based on the current assessment analysis, the faculty met to discuss implementing the refresher sessions on core evolution and genetics concepts for 2021-2022. (The agenda and minutes are attached)	The program has a history of continuously assessing SLOs, as there was a 10% increase in the percentage of students rated as meeting or exceeding expectations compared to the previous year.

	5 = significantly exceeds expectations).	25% were rated as slightly exceeding expectations. 20% were rated as meeting expectations. 30% of the seniors were rated as somewhat below expectations. 5% of the seniors were rated significantly below expectations. Ratings are included in Attachment A.	during the 2021‑2022 academic year. The outcome will then be re‑measured.		