

# FILLING OUT THE PSLO REPORT



YEAR FOUR

# LOCATING THE REPORT DOCUMENT

- Use the same Report docx as you did for previous years. Do not begin a new document.
- 1. Find your department’s PSLO Report docx file—likely in your department’s Teams page, Assessment folder.
- 2. Scroll down to the appropriate year. Look at the banner at the top of each page. You want “ASSESSMENT REPORT: Year 4.”



PSLO ASSESSMENT REPORT: Year 4

Program Student Learning Outcome 4	Institutional Student Learning Outcome	Class, semester, year, & assessment tool of	Goals  (Target percentages from Assessment Plan)				Results				
			do not meet		meet		Number of students	do not meet		meet	
			do not	approach	meet	exceed		do not	approach	meet	exceed

# FILLING IN THE CHART



# LOCATING YOUR CURRENT ASSESSMENT PLAN

- Find your department's Assessment PLAN docx file—likely in your department's Team page, Assessment folder.
- Ensure that your department's current Assessment PLAN matches the plan posted on the website.

[www.potsdam.edu/about/administrative-offices/office-institutional-effectiveness/academic-assessment/student-learning-outcomes-slo-assessment/completed-pslo-assessment-plans-reports](http://www.potsdam.edu/about/administrative-offices/office-institutional-effectiveness/academic-assessment/student-learning-outcomes-slo-assessment/completed-pslo-assessment-plans-reports)

*If your current plan and the posted plan do not match, then submit the current plan to the Campus Assessment Committee. This is important because the committee will use the POSTED plan to review your report.*

[www.potsdam.edu/about/administrative-offices/office-institutional-effectiveness/academic-assessment/program-student-learning-outcomes-pslo-assessment](http://www.potsdam.edu/about/administrative-offices/office-institutional-effectiveness/academic-assessment/program-student-learning-outcomes-pslo-assessment)

Our Program Student Learning Outcomes assessment process encompasses establishing student learning outcomes, collecting data about those outcomes, analyzing that data, and making consequential decisions to improve faculty teaching and student learning based on that analysis.

- **PSLO Assessment Cycle (PDF)**
- **PSLO Assessment Handbook (PDF)**
- **PSLO Assessment Templates, Instructions and Review Checklists**
- **Five Guidelines for Well-Written PSLOs (PDF)**
- **Completed PSLO Assessment Plans & Reports**

Use the button below to submit your PSLO Assessment Plan or Report.

**INITIATE REVIEW PROCESS**

# MATCHING THE PLAN CHART AND THE REPORT CHART

1. In your Assessment PLAN, find your fourth year PSLO—the one being assessed in Year 4 (2025). This may or may not be PSLO #4. *If your Year 4 PSLO is NOT PSLO #4, change the PSLO # in the report chart so that it matches your plan.*
2. Copy and paste content from the PLAN to the REPORT. The plan's and the report's information should match completely. See *next slide*.

ASSESSMENT PLAN									
Program Student Learning Outcome (PSLO)	Institutional Student Learning Outcome (ISLO) <sup>1</sup>	Assessment Methods: Artifacts			Performance Criteria	Goals: Target percentages of students at each level of performance criteria. (Each PSLO row must sum to 100%.)			
		Where:	When:	What:	How:	do not meet		meet	
		Identify which class or classes.	Identify what semester of which Academic Year. <sup>2</sup>	Identify which assignment, exam, project, etc. <sup>3,4</sup>	Identify/name the rubric or other evaluative method (attach to this document). <sup>5</sup>	do not meet	approach	meet	exceed
PSLO 1 Evaluate the validity of claims about politics and political behavior.	3	POLS 110	Fall 2022	Short answer assignment	Critical Thinking Rubric; minimum = 5	25	n/a	50	25
PSLO 2 Apply basic methods of social science inquiry to address an important research question.	4	POLS 289; POLS 400	Spring 2023	Final paper (both courses)	POLS 289 Final Paper Rubric, minimum = 75; POLS 400 Paper Rubric, minimum = 5	15	n/a	50	35
PSLO 3 Explain complex political concepts and ideas clearly.	1	POLS 400 & 400 DL	Spring 2024	Final poster	Research Poster Communication Rubric; minimum = 4	25	n/a	50	25
PSLO 4 Compare and contrast competing arguments about politics.	3	POLS 200 DL	Fall 2025	Course essay	Competing Arguments Rubric; minimum = 11	25	n/a	50	25

# COPYING DATA FROM THE PLAN TO THE REPORT

PSLO #  
matches  
from plan  
to report

## Assessment Plan

PSLO 4 Compare and contrast competing arguments about politics.	3	POLS 200 DL	Fall 2025	Course essay	Competing Arguments Rubric; minimum = 11	25	n/a	50	25
---	---	-------------	-----------	--------------	--	----	-----	----	----

## Assessment Report

Program Student Learning Outcome 4 (PSLO 4)	Institutional Student Learning Outcome (ISLO)	Class, semester, year, & assessment tool of reported data. <sup>1</sup>	Goals (Target percentages from Assessment Plan)				Number of students assessed <sup>2</sup>	Results			
			do not meet		meet			do not meet		meet	
			do not meet	approach	meet	exceed		do not meet	approach	meet	exceed
PSLO 4 Compare and contrast competing arguments about politics.	Place ISLO # here 3	POLS 200 DL; Fall 2025; Course essay	25	n/a	50	25					

# RESULTS COLUMNS

## Assessment Report

Program Student Learning Outcome 4 (PSLO 4)	Institutional Student Learning Outcome (ISLO)	Class, semester, year, & assessment tool of reported data. <sup>1</sup>	Goals (Target percentages from Assessment Plan)				Results				
			do not meet		meet		Number of students assessed <sup>2</sup>	do not meet		meet	
			do not meet	approach	meet	exceed		do not meet	approach	meet	exceed
PSLO 4 Compare and contrast competing arguments about politics.	Place ISLO # here 3	POLS 200 DL; Fall 2025; Course essay	25	n/a	50	25					

- 1. Insert the number of students assessed under “number of students assessed.” If the number is 5 or fewer, list “low n ≤ 5” instead of the exact number. *Do not include students who did not complete the assessment.*

- 2. Insert results data in the appropriate columns. Ensure that your percentages add up to ~100%.

# NAME AND DATE

- 1. List the name and assessment title of the person filling out the chart. Include as many people as warranted.
- 2. List the date the report is being submitted.

## Assessment Report

Department Assessment Coordinator or faculty member completing PSLO 4 section: Dr. NAME, Department Assessment Coordinator, in conjunction with Dr. NAME, Chair of DEPARTMENT NAME

Date submitted: 01 October 2025



# LOOKING BACK TO LAST YEAR'S PSLO



# LOOKING BACK TO YEAR TWO VS FILLING OUT YEAR THREE

## PSLO ASSESSMENT REPORT: Year 4

### Looking back to PSLO 3

- Did the program implement the recommended changes to improve student learning that are described above? If not, when do they plan to implement them?
- What is the program's initial perception of how effective these changes are in improving student learning?
- Does the program envision changing PSLO 3 for the next assessment cycle? If so, how?

### Deviations from PSLO 4 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

### Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 4?
- What changes to the assessment(s) will be made, if any?
- If applicable, how and when will these changes be implemented?

- The section in the purple dotted line is the LOOK BACK section of the report. Here, you reflect on LAST YEAR'S PSLO and how your assessment work has helped improve learning.
- This is the only section of the YEAR FOUR report where you discuss YEAR THREE'S work.
- To fill out this section, consult with those faculty in charge of implementing the changes listed in the YEAR THREE section of your department's report.

# COMPLETING THE LOOK BACK—QUESTION 1

## PSLO ASSESSMENT REPORT: Year 4

### Looking back to PSLO 3

- Did the program implement the recommended changes to improve student learning that are described above? If not, when do they plan to implement them?

*Ensure that you address all recommendations listed in the YEAR THREE section of your Assessment Report (scroll up in your Assessment Report docx to read).*

### Sample Answers:

- Yes. Adjusting the rubric is providing better assessment of student understanding.
- Yes. Moving the assessment to a later date and providing more scaffolding before the assessment is yielding stronger results.
- No. The course is currently being revised, and the changes listed for PSLO 3 will be implemented in Spring 2026.
- No. The course will not run again until Fall 2026, so there has been no opportunity to implement the changes.

# COMPLETING THE LOOK BACK—QUESTION 2

## Assessment Report

- What is the program's initial perception of how effective these changes are in improving student learning?

## Sample Answers:

- The program believes that adding an additional criterion in the rubric of vetting sources has helped students better understand and scaffold the research process.
- By providing more practice quizzes before the assessment, students are getting more low-stakes opportunities to work with the content and develop better understanding.
- N/A. The course will not run again until Spring 2026.

# COMPLETING THE LOOK BACK—QUESTION 3

## Assessment Report

- Does the program envision changing PSLO 3 for the next assessment cycle? If so, how?

## Sample Answers:

- We do not envision changing PSLO 3 for the next assessment cycle.
- Yes. We are currently revising the program, and the current course that houses PSLO 3 will no longer be a required course. We are looking to shift PSLO 3 to a different required course for the next assessment cycle, where the PSLO may need to be modified, depending on the course content. More decisions will be made after the program revision is finalized—likely Spring 2026.

# RETURNING TO YEAR FOUR DISCUSSIONS



# RETURNING TO YEAR THREE DISCUSSIONS

## PSLO ASSESSMENT REPORT: Year 4

### Looking back to PSLO 3

- Did the program implement the recommended changes to improve student learning that are described above? If not, when do they plan to implement them?
- What is the program's initial perception of how effective these changes are in improving student learning?
- Does the program envision changing PSLO 3 for the next assessment cycle? If so, how?

### Deviations from PSLO 4 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

### Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 4?
- What changes to the assessment(s) will be made, if any?
- If applicable, how and when will these changes be implemented?

- The rest of the report focuses on the YEAR FOUR PSLO.
- Use the questions listed in the report docx to guide your departmental meeting(s) about PSLO 4.

# DEVIATIONS FROM PSLO 4 ASSESSMENT PLAN

## Assessment Report

### Deviations from PSLO 4 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

## Sample Answers:

- There were no significant deviations from the plan.
- Yes. The department changed which course this PSLO would be assessed in for Spring 2025. This was necessary since the old course will no longer be offered in future semesters. Because data was collected from two different course numbers in Spring 2025 vs Fall 2024, we have reported out our Spring 2025 and Fall 2024 data both in aggregate and separately.
- Yes. The department changed targets to more accurately reflect our goals for students. A new assessment plan with updated targets has been submitted through the Assessment website.



# EFFECTIVENESS OF ASSESSMENT METHODS

- In this section, consider the assessment tool you chose (quiz, paper, presentation, etc.) and reflect on its usefulness. Did the data you get seem to match what you were observing in other ways regarding students' learning? Is there some component of the assessment tool that is not giving you useful or accurate data?

## Deviations from PSLO 4 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

## Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 4?
- What changes to the assessment(s) will be made, if any?
- If applicable, how and when will these changes be implemented?

# EFFECTIVENESS OF ASSESSMENT METHODS QUESTION 1

## Assessment Report

Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 4?

## Sample Answers:

- Yes, the faculty thought the assessment captured how students were performing.
- Not completely. The assessment did effectively capture students' planning skills for lessons, but it did not capture how students were able to respond to their students in real time.
- No. The scores on the assessment were much higher than anticipated and did not effectively capture some of the struggles students have with specific content in the course.

# EFFECTIVENESS OF ASSESSMENT METHODS QUESTION 2

## Assessment Report

- What changes to the assessment(s) will be made, if any?

## Sample answers:

- No changes will be made.
- We will add an additional criterion to the rubric that will assess how students respond to their students in real time while teaching.
- We will re-write the assessment quiz, focusing questions on those topics that we know students have struggled with in the past.

# EFFECTIVENESS OF ASSESSMENT METHODS QUESTION 3

## Assessment Report

- If applicable, how and when will these changes be implemented?

## Sample answers:

- Not applicable.
- The two faculty who teach the course will draft a revised rubric; the full department will have a chance to weigh in on the draft. The rubric revision process will take place during Fall 2025, and it will be used for assessment beginning in Spring 2026.
- The new quiz will be written in Fall 2025 by a sub-committee of the department. The full department will amend and approve the new quiz in Spring 2026. We will begin using the new quiz in Fall 2026, the next time the course runs.

# SHARING ASSESSMENT RESULTS AND DECISION-MAKING

## **Sharing assessment results and decision-making** [Middle States S5.2c]

- When and how were the assessment results shared with faculty?
- How were faculty actively engaged in the analysis and decision-making process to improve student learning (as described below)?

## **Recommendations for improving student learning** [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?
- When will these changes be implemented?

- In this section, explain how the full department was involved in reviewing the assessment data and making decisions for the future.

# SHARING ASSESSMENT RESULTS AND DECISION-MAKING

## QUESTION I

### Assessment Report

Sharing assessment results and decision-making [Middle States S5.2c]

- When and how were the assessment results shared with faculty?

### Sample answers:

- Assessment results were emailed to the departmental faculty two weeks prior to our assessment meeting in September 2025.
- Assessment results were uploaded to our departmental Team over the summer. The results were discussed in our first faculty meeting of the fall 2025 semester.

# SHARING ASSESSMENT RESULTS AND DECISION-MAKING

## QUESTION 2

### Assessment Report

- How were faculty actively engaged in the analysis and decision-making process to improve student learning (as described below)?

### Sample Answers:

- Faculty had access to results in advance and came prepared to discuss during our meeting. The full departmental faculty had a robust discussion of the results and brainstormed different ways to improve student learning.
- After reviewing data individually, the departmental faculty met for discussion. The instructors who taught the class provided further information and context, and then the full group worked together to determine our path forward.

# RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING

- This section should explain how you will use the Year 4 assessment data to improve student learning. There should be concrete actionable items with specific dates for implementation listed.

## **Sharing assessment results and decision-making** [Middle States S5.2c]

- When and how were the assessment results shared with faculty?
- How were faculty actively engaged in the analysis and decision-making process to improve student learning (as described below)?

## **Recommendations for improving student learning** [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?
- When will these changes be implemented?



# RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING

## QUESTION 1—SLIDE 1

### Assessment Report

Recommendations for improving student learning [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?

### Sample Answers:

- We found that students need more time and practice during the semester to meet expectations, so we are moving the assessment to the end of the semester, and we are building in more low-stakes practice quizzes and experiences throughout the semester.
- Since our sample size was so small, we do not want to make changes just yet. In the next assessment cycle, we plan to collect data for this PSLO over multiple years and look at aggregate data so we can make more meaningful decisions.
- Our students exceeded our expectations. Since this assessment was in a 400-level class, we plan to shift the assessment to earlier in the learning process, during a 200-level class. A new rubric will be developed in Spring 2026 that reflects the content of the 200-level course. We hope that this new assessment data may help us improve learning earlier in the process, which may help the attrition rate in our program.

# RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING

## QUESTION 1—SLIDE 2

### Assessment Report

Recommendations for improving student learning [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?

### More Sample Answers:

- We will use our modified rubric beginning in Spring 2025, and we will include more assignments during the semester that help students vet sources. We will also review our curriculum to see in what other classes it might be appropriate to include the skill of vetting sources so that students get multiple attempts to use the skill in various contexts.
- Even though students met or exceeded expectations overall, we still identified a few areas for improvement. We anecdotally observed that non-majors in the class struggled more with reading assignments than majors did. To help all students in the course be successful, we will provide more scaffolding in the beginning of the semester for reading articles in our specific subject discipline so that students who are new to the discipline can develop the necessary skills.

### Unacceptable Answer:

- Students met our expectations, so we will not change anything.

# RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING

## QUESTION 2

### **Assessment Report**

- When will these changes be implemented?

### **Sample Answers:**

- The new rubric will be used beginning in Spring 2026.
- The new scaffolding has already begun in the Fall 2025 courses.

# SUBMITTING YOUR COMPLETED REPORT

- Submit your docx report to the Campus Assessment Committee using the link on this page:

[www.potsdam.edu/about/administrative-offices/office-institutional-effectiveness/academic-assessment/program-student-learning-outcomes-pslo-assessment](http://www.potsdam.edu/about/administrative-offices/office-institutional-effectiveness/academic-assessment/program-student-learning-outcomes-pslo-assessment)

- Mark your submissions as NEW. Revised submissions are reserved for reports that need amendments.

## SUNY Potsdam Website

Our Program Student Learning Outcomes assessment process encompasses establishing student learning outcomes, collecting data about those outcomes, analyzing that data, and making consequential decisions to improve faculty teaching and student learning based on that analysis.

- **PSLO Assessment Cycle (PDF)**
- **PSLO Assessment Handbook (PDF)**
- **PSLO Assessment Templates, Instructions and Review Checklists**
- **Five Guidelines for Well-Written PSLOs (PDF)**
- **Completed PSLO Assessment Plans & Reports**

Use the button below to submit your PSLO Assessment Plan or Report.

