

A – Analyze Results & Y – Yield Improvements

Assessment Report Table (Explanation)

Course and Outcome Name	Total Students Per Rating	Rating Percentages	Target (Benchmark) Example: ≥ 60% Proficient or Advanced	Was the benchmark Achieved?	Select the change needed from the Drop Down Menu	Action Plans Based on Assessment Results	Reflection on Previous Action Plans
Row Labels	Count of student id						
IR101 – Introduction to Institutional Research	25						
TRAIN.1 – Identify key training objectives during onboarding	25						
1 Not Met	4	16.00%					
2 Basic	7	28.00%					
3 Proficient	9	56.00%	≥ 60% at 3&4	No	Replac...	Added structured guided practice activities prior to the final assessment to strengthen student readiness for applying concepts independently.	Students appeared more confident when completing practice and assessment tasks Increased participation and reduced hesitation were observed during applied activities Overall, the implementation appeared to strengthen conceptual understanding and readiness for the final assessment
4 Advanced	5						
IR124 – Foundations of							
TRAIN.2 – Apply learned procedures in workplace scenarios							
1 Not Met							
2 Basic							
3 Proficient				Yes			
4 Advanced							
IR157 – Assessment Strategies for Learning							
TRAIN.3 – Demonstrate proficiency with required training tools							
1 Not Met							
2 Basic							
3 Proficient	9	50.00%	≥ 60% at 3&4	No	Modify...	Added structured guided practice activities prior to the final assessment to strengthen student readiness for applying concepts independently.	Students appeared more confident when completing practice and assessment tasks Increased participation and reduced hesitation were observed during applied activities Overall, the implementation appeared to strengthen conceptual understanding and readiness for the final assessment
4 Advanced	4						

This table summarizes Program Learning Outcome (PLO) results by course and shows student performance across four levels: 1 Not Met, 2 Basic, 3 Proficient, and 4 Advanced. Totals and percentages are used to determine whether the benchmark (e.g., ≥ 60% at Proficient or Advanced) is met.

The benchmark column shows the expected target, and the "Was the benchmark achieved" column indicates success or need for improvement. When benchmarks are not met, faculty select an action from the dropdown and document an Action Plan describing the change made to improve learning.

The Reflection column captures faculty observations on whether the change appeared to improve student understanding, engagement, or performance. This completes the assessment cycle by connecting results, actions, and reflection within the Blue Jay system.

This table summarizes Program Learning Outcome (PLO) assessment results for each course and outcome combination within the academic program. Each row shows how student performance is distributed across the four performance levels: 1 (Not Met), 2 (Basic), 3 (Proficient), and 4 (Advanced). The total number of students per rating and corresponding percentages are used to determine whether the program benchmark is achieved, typically defined as a target percentage of students performing at the Proficient or Advanced level (3 & 4).

The Target (Benchmark) column identifies the expected performance threshold (e.g., $\geq 60\%$ at Proficient or Advanced). The “Was the benchmark achieved” column indicates whether the course met this expectation based on the calculated results. When benchmarks are not met, faculty select a corresponding improvement action from the dropdown menu (such as replacing or modifying an assignment).

The Action Plans Based on Assessment Results column documents the specific instructional or assessment changes made in response to the data. The Reflection on Previous Action Plans column is used to record faculty observations about whether those changes appeared to improve student learning, including engagement, understanding, and readiness for assessment.

Together, this structure closes the assessment loop by connecting data (performance results), decisions (benchmark evaluation), actions (instructional changes), and reflections (observed impact) within the Blue Jay Assessment Cycle.