# 

# Educational Program Assessment Report

**1. Program and Division:**

Program – *Division*

**2. Assessment Year**

Academic Year *Assessment can occur at any time during the stated academic year*

*For reference: Austin College Mission*

<https://www.austincollege.edu/about/fast-facts/mission/>

*Austin College Educational Mission:*

<https://bulletin.austincollege.edu/academic-program/>

**3. Program Mission Statement** *Why does this department exist?*

4. Student Learning Outcome #1 (required): *Describe knowledge and skills students will possess after completing courses or degrees in your program using observable and measurable action verbs. Do not include verbs that cannot be observed; i.e., understand, comprehend, appreciate, etc.*

**4(b). How the Student Learning Outcome Supports the Austin College Mission or Educational Mission (see links above):**

**5. Measures, Targets, and Results** *Quantitative and qualitative measures can be included to share a full picture of what may be happening as a result of your department’s actions.*

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Result** |
| 1. *Direct measure: What precisely will you measure, over what timeframe?* | *What is your target level of achievement?* | *What were the results?* |
| 1. *Indirect or direct measure: as above* | *as above* | *as above* |

**6. Discussion of Results** *Compares new findings to past trends, as appropriate. Provides solid evidence that targets were met, partially met, or not met; it’s ok not to meet targets, as long as there is a plan to improve. Results should be complete, concise, and well organized and does not include information that could identify students.*

**7. Closing the Loop: Use of Results** *Clearly responds to results of assessment. Identifies areas that need to be monitored, remediated, or enhanced and defines next logical steps; includes changes to major/minor, courses, or assignments to improve student learning. Possibly identifies an area of the assessment process that needs improvement.?*

4. Student Learning Outcome #2 (required): *Describe knowledge and skills students will possess after completing courses or degrees in your program using observable and measurable action verbs. Do not include verbs that cannot be observed, i.e. understand, comprehend, appreciate, etc.*

**4(b). How the Student Learning Outcome Supports the Austin College Mission or Educational Mission (see links above):**

**5. Measures, Targets, and Results** *Quantitative and qualitative measures can be included to share a full picture of what may be happening as a result of your department’s actions.*

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Result** |
| 1. *Direct measure: What precisely will you measure, over what timeframe?* | *What is your target level of achievement?* | *What were the results?* |
| 1. *Indirect or direct measure: as above* | *as above* | *as above* |

**6. Discussion of Results** *Compares new findings to past trends, as appropriate. Provides solid evidence that targets were met, partially met, or not met; it’s ok not to meet targets, as long as there is a plan to improve. Results should be complete, concise, and well organized and does not include information that could identify students.*

**7. Closing the Loop: Use of Results** *Clearly responds to results of assessment. Identifies areas that need to be monitored, remediated, or enhanced and defines next logical steps; includes changes to major/minor, courses, or assignments to improve student learning. Possibly identifies an area of the assessment process that needs improvement.?*

4. Student Learning Outcome #3 (required): *Describe knowledge and skills students will possess after completing courses or degrees in your program using observable and measurable action verbs. Do not include verbs that cannot be observed, i.e. understand, comprehend, appreciate, etc.*

**4(b). How the Student Learning Outcome Supports the Austin College Mission or Educational Mission (see links above):**

**5. Measures, Targets, and Results** *Quantitative and qualitative measures can be included to share a full picture of what may be happening as a result of your department’s actions.*

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Result** |
| 1. *Direct measure: What precisely will you measure, over what timeframe?* | *What is your target level of achievement?* | *What were the results?* |
| 1. *Indirect or direct measure: as above* | *as above* | *as above* |

**6. Discussion of Results** *Compares new findings to past trends, as appropriate. Provides solid evidence that targets were met, partially met, or not met; it’s ok not to meet targets, as long as there is a plan to improve. Results should be complete, concise, and well organized and does not include information that could identify students.*

**7. Closing the Loop: Use of Results** *Clearly responds to results of assessment. Identifies areas that need to be monitored, remediated, or enhanced and defines next logical steps; includes changes to major/minor, courses, or assignments to improve student learning. Possibly identifies an area of the assessment process that needs improvement.?*

**8. Overall Program Discussion:**

**Successes:** *What are the significant accomplishments of your department/program during this academic year?*

**Concerns***: What challenges did your department/program face during the academic year?*

**Changes:** *Were there any significant changes in your department/program during the year?*

**Resources Needed:** *What concerns, if any, does your department/program have related to resources (money, time, human, access, etc.) to meet your goals for student learning?*

**Successes:**

**Challenges:**

**Changes:**

**Resources Needed:**

**9. Faculty Participation** *Explain the process your department/program has used to ensure faculty participation and input on the student learning outcomes, results, and changes submitted on this report.*

Printed Name of Faculty Member Completing the Plan Date