This document is designed to help programs write, self-assess, and develop their annual program reports. The definitions and checklists below are a distillation of material found on several other documents (report form, assessment rubric, and GM4 of the OP Guide).

The first checklist is for ensuring the submission of a complete report. The second section defines each element of the report and sets out best-practice checklists. We hope this aids each program as it uses the assessment report to guide continual reflection and improvements that benefit our students and enriches the college.

Checklist for Submission

* Submission is using the current form.
See: <https://www.austincollege.edu/campus-offices/academic-affairs/academic-assessment/>
* Program Mission Statement is current and aligns with the college
	+ See your program’s Bulletin and DDP statements
	+ AC Mission: <https://www.austincollege.edu/about/fast-facts/mission/>
	+ AC Educational Mission: <https://bulletin.austincollege.edu/academic-program/>
* Three Student Learning Outcomes (SLOs) are included
* All parts complete for each SLO
* All rubrics referenced are included with the submission
* Submitted by September 30th for the previous academic year

**Student Learning Outcome (SLO)**: Definition, Purpose, and Best Practices

Definition: Each SLO defines a set of knowledge or a skill that the program expects its majors/minors to have developed by graduation.

Purpose: An SLO sets out a student learning goal that can be assessed and used to determine the need for improvements within a program.

SLO Checklist (one column for each SLO in the report):
 1 2 3

* Each SLO is observable and measurable.

See: <https://www.austincollege.edu/wp-content/uploads/2016/06/Bloom-verbs.pdf>

* + Avoids difficult to measure or observe goals like “understands,” “comprehends,” or “appreciates.”
* Each SLO describes knowledge or skills students should develop within the program
* Wording of the SLO is student centric rather than process or program centric.
* Each SLO is justified in relation to the AC Mission or Educational Mission

**Measures**: Definition, Purpose, and Best Practices

Definition: Measure here refers to a metric that *gets measured*. Measures can be direct or indirect. Direct measures assess a *specific student artifact* (e.g., exam, quiz, presentation, performance, etc.). Indirect measures assess students typically by having the student answer questions about their experience with the SLO or by having the faculty member assess each students’ knowledge/ability across a course or experience.

Purpose: Measures provide the data needed to assess if the program is meeting its SLO goals. Because data collected through indirect measures are more likely to have more error, at least one direct measure must be applied for each SLO.

MEASURES Checklist:

* Each SLO has two measures
* Each SLO has at least one direct measure
* Direct measures should be sustainably built into regular assignments and/or exams.
* Direct measures have a clear mechanism of assessment
	+ If used, all rubrics should have distinct levels of achievement (e.g. a 3-4 level rubric) and, in most cases, multiple components that are evaluated against those levels.
	+ A rubric that interprets part of a student artifact in relation to the SLO can be used
		- This can be part of a larger rubric or mechanism used to assess a grade
	+ The population used for the assessment should be explicitly described; e.g., “all graduating seniors in the major”.
* An overall course or assignment grade is not used as a measure for assessment, as it assesses multiple goals and outcomes and is considered unsatisfactory by SACS.

**Achievement Target**: Definition, Purpose, and Best Practices

Definition: An achievement target is a specific and measurable level of success reasonable for a graduating student in your program.

Purpose: A clear target helps programs identify gaps in student achievement, demonstrate success in new program initiative, and promotes transparency.

TARGET Checklist:

* Each target should clearly designate what reasonable success entails.
 (i.e., students earn a 3 out of 4 on a specific rubric)
	+ Targets must be focused on demonstrated ability rather than process.
	(i.e., not be based on completion of assignments or a survey but the level of success demonstrated or discussed within)
	+ A pass on a pass/fail rubric is an acceptable target
* Each target should designate the percent of students in the program who should demonstrate that reasonable level of success
* Percent targets should specify a reasonable percent of students to reach that target.
	+ 70-80% of students meeting target
	+ Lower % targets suggest the goal may be inappropriate for undergraduates
	+ Higher % targets suggest the goal may be trivial and not worth assessing

**Results**: Definition, Purpose, and Best Practices

Definition: The results present the collected data from the measures, conclude if the data support the achievement target, and compare data to previous years.

Purpose: Analyzing the data allows programs to reflect on why targets were or were not met. Comparison to previous years allows programs to track changes in student outcomes before and after programmatic changes.

RESULTS Checklist:

* Data were collected in line with measures
* Results include specifics of the data such as when they were sampled and how many data points were collected.
* Analysis appropriate to provide evidence that the targets were met, partially met, or not met is presented clearly.
* Comparison of finding to past trends, as appropriate
* Does not have information that could identify students

**Closing the Loop**: Definition, Purpose, and Best Practices

Definition: Discussion of how the program may need to respond given the results.

Purpose: Opportunity to discuss areas that need to be monitored or addressed. Shows the program is using the results to improve student learning. May include changes to the program, new courses or assignments across courses to address gaps in achievement.

CLOSING THE LOOP Checklist:

* Identifies potential actions or plan to address any SLO that did not meet targets.
* Discusses how recent changes are or are not improving student achievement.
* Potentially addresses change to the assessment process that is needed
	+ Alteration of a measure or target with clear justification
	+ Need to replace an SLO that has been met or exceed for several years to drive further improvement to the program.