This document is designed to help departments 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 office 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/institutional-effectiveness/non-academic-unit-assessment/>
* Two or three outcomes are included
* All parts complete for each outcome
* All rubrics referenced are included with the submission
* Submitted by September 30th for the previous academic year

**Student Outcome**: Definition, Purpose, and Best Practices

Definition: A student outcome is a student-centered goal or objective for your department. A student *learning* outcome is such an objective that defines a set of knowledge or a skill that the program expects students to acquire. Typically, the key verb in such an outcome is one from Bloom’s taxonomy: <https://www.austincollege.edu/wp-content/uploads/2016/06/Bloom-verbs.pdf>.

Purpose: Outcomes are vital to ensure that any office takes stock of where it is and where it is going. The premise of assessment is that we are continually seeking to improve. We cannot know we have improved if we do not state goals and measure progress toward them.

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

* Each outcome is student-centric.
* Each outcome is observable and measurable.

See: <https://www.austincollege.edu/wp-content/uploads/2016/06/Bloom-verbs.pdf> for examples of “measurable” student learning outcomes.

* Each outcome is justified in relation to the AC Mission or Educational Mission

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

Definition: Measure here refers to a metric that *gets measured*. Measures of student *learning* outcomes can be direct or indirect. Direct measures assess a specific student artifact. Indirect measures assess students typically by having the student answer questions about their experience with the outcome. In general, measures must be clear and well-defined.

Purpose: Measures provide the data needed to assess if the department is meeting its goals.

MEASURES Checklist:

* Each student outcome has at least one specific, well-defined measure
* Each *student learning* outcome has at least one *direct* measure and two total measures.
* 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.
* The parameters of who / what / when, used to calculate the measure, are provided.

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

Definition: A target is a specific level of success Indicating that the goal has been achieved.

Purpose: A clear target helps crystallize whether or not a goal was met.

TARGET Checklist:

* Each target is a specific level that can be easily measured against.
* Each target is a reasonable level, indicating quality outcomes.

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

Definition: The results present the collected data from the measures.

Purpose: Without results, what was the point?

RESULTS Checklist:

* Data were collected in line with the given measure
* Results include specifics of the data such as when they were sampled and how many data points were collected.

**Discussion of Results:**

Looking at your measure(s), target(s), and result(s), conclude if the data support that the outcome was met. Reflect on why or why not targets were met. If applicable, look at changes over time.

DISCUSSION Checklist:

* Analysis appropriate to provide evidence that the targets were met, partially met, or not met is presented clearly.
* Where there are multiple measures on an outcome, results are integrated in the discussion of whether the outcome was achieved.
* Does not have information that could identify individuals

**Closing the Loop:**

In this section you explain how these findings influence the future direction of your office. This is the *most important* section, as it is the *reason* we do assessment!

CLOSING THE LOOP Checklist:

* Specific actions or considerations are put forth.
* Those actions are motivated by the results for the outcome.
* The specific actions / considerations are time-bound.