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# 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?*

[TEXT HERE]

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.*

[TEXT HERE]

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

[TEXT HERE]

**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** |
| *Describe measure: What precisely will you measure, over what timeframe?* | *What is your target level of achievement?* | *What were the results?* |
| 1. *Direct measure* [TEXT HERE] | [TEXT HERE] | [TEXT HERE] |
| 1. *Indirect or direct measure* [TEXT HERE] | [TEXT HERE] | [TEXT HERE] |

**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.*

[TEXT HERE]

**7. Closing the Loop: Use of Results** *Here is the critical place where you identify curricular changes and plans to seek improvement in student success. Changes may be to the major/minor, courses, or assignments to improve student learning.*

[TEXT HERE]

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.*

[TEXT HERE]

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

[TEXT HERE]

**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** |
| *Describe measure: What precisely will you measure, over what timeframe?* | *What is your target level of achievement?* | *What were the results?* |
| 1. *Direct measure* [TEXT HERE] | [TEXT HERE] | [TEXT HERE] |
| 1. *Indirect or direct measure* [TEXT HERE] | [TEXT HERE] | [TEXT HERE] |

**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.*

[TEXT HERE]

**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.?*

[TEXT HERE]

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.*

[TEXT HERE]

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

[TEXT HERE]

**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** |
| *Describe measure: What precisely will you measure, over what timeframe?* | *What is your target level of achievement?* | *What were the results?* |
| 1. *Direct measure* [TEXT HERE] | [TEXT HERE] | [TEXT HERE] |
| 1. *Indirect or direct measure* [TEXT HERE] | [TEXT HERE] | [TEXT HERE] |

**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.*

[TEXT HERE]

**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.?*

[TEXT HERE]

**8. Narrative Summary***This is the final report from our previous assessment cycle.  Please provide a brief narrative for SACS to demonstrate how your program has been seeking improvement in student learning related to your assessed student learning outcomes.*

*This narrative should be no more than three short paragraphs, relating up to three curricular changes your program has made in the last five years to seek improvement in student learning.  Please link them to your SLOs and assessment results.  These could be revisions of when concepts/skills are introduced or further explored in courses, new assignments/projects/opportunities, the development of a new course, changes to the structure of the major, or even the creation of a related major or minor and the rationale for its structure and goals.*

**[TEXT HERE]**

**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.*

[TEXT HERE]

Printed Name of Faculty Member Completing the Plan Date