**Assessment Breakout**

1. Identify two SLOs for your program and write your measures and targets for each.
   1. Discuss any feedback you may have received about these SLOs before moving on.
   2. Any changes recommended are potential changes not requested changes. I am not an expert in your fields of study and may have suggested something that is not easily measurable or does not make sense in your field.   
      Please reach out if you have questions.
2. Consider using the assessment plan template that works for your program(s) to begin mapping out your 5-year plan.
   1. List your SLOs in the first table.
   2. Very briefly identify your measures and which SLO or SLOs they will be used to assess.
   3. If possible, identify when artifacts or data may be collected for each measure.
   4. Your first two SLOs will undergo initial assessment next year.
   5. Plan out when the remaining SLOs will be assessed initially as well as their follow-up assessment in the final table.
3. Use any remaining time to being designing and writing direct and indirect measures and targets for your remaining SLOs.
4. Send your list of SLOs with any written measures and targets to [assessment@austincollege.edu](mailto:assessment@austincollege.edu).

**After the Breakout**

1. Although we are starting this new assessment cycle, AY 23-24, this coming year, please prepare and submit your assessment for this past academic year, AY22-23, as usual at the beginning of next semester.
   1. This will be the last assessment report using your previously identified SLOs.
   2. This process continues to be very important to document.
   3. Please highlight any changes that have been made in your program over the last 3-5 years that are linked to what you are assessing and if you have any evidence (direct or indirect) that those changes have positively impacted student learning.
2. Continue to build out your program(s) assessment plans over the next year and plan to collect artifacts and/or data.

*Example 1: Single program assessment plan.*

|  |  |  |  |
| --- | --- | --- | --- |
| Student Learning Outcomes | Program 1 |  |  |
| Students will…1 | X |  |  |
| Students will…2 | X |  |  |
| Students will…3 | X |  |  |
| Students will…4 | X |  |  |
| Students will…5 | X |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Name | Major | Minor |
| 1 | Program 1 | X | X |
|  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Measures | 1  Dir. | 1  In. | 2  Dir. | 2  In. | 3  Dir. | 3  In. | 4  Dir. | 4  In. | 5  Dir. | 5  In. | Timing |
| Writing assignment in 3xx | **X** |  |  |  | **X** |  |  |  |  |  | Fall |
| Senior exit interview |  | **X** |  | **X** |  | **X** |  | **X** |  | **X** | Spring |
| Report |  |  | x |  |  |  |  |  |  |  | Fall/Spring |
| Oral presentation |  |  |  |  | x |  |  |  | **X** |  | Fall/Spring |
| Capstone Project |  |  |  |  |  |  | **X** |  |  |  | Spring |
| … |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Example Map | AY 23-24 | AY 24-25 | AY 25-26 | AY 26-27 | AY 27-28 |
| SLO 1 | I |  |  | F |  |
| SLO 2 | I |  | F |  |  |
| SLO 3 |  |  | I |  | F |
| SLO 4 |  | I |  | F |  |
| SLO 5 |  | I |  |  | F |
|  |  |  |  |  |  |

**Initial Assessment (I)** takes a baseline measure of student achievement. Results are used to suggest changes in curricular material, structure, and/or delivery that demonstrate the program is seeking improvement. Changes should be inspired by the assessment results and discussions within the program.

**Follow-up Assessment (F)** collects data 2-3 years later to determine if the improvements made helped promote student success. This assessment would “close the loop” and determine if the changes improved student learning. The result does not have to be that it improved learning. It is ok to determine that a change was not effective.

*Example 2: Assessment plan for multiple related programs.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Learning Outcomes | Program 1 | Program 2 | Program 3 | Program 4 |
| Students will…1 | X | X | X | X |
| Students will…2 | X | X | X | X |
| Students will…3 | X | X | X |  |
| Students will…4 |  | X | X | X |
| Students will…5 | X |  | X |  |
| Students will…6 | X | X |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Name | Major | Minor |
| 1 | Program 1 | X | X |
| 2 | Program 2 | X |  |
| 3 | Program 3 | X |  |
| 4 | Program 4 |  | X |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Measures | 1  Dir. | 1  In. | 2  Dir. | 2  In. | 3  Dir. | 3  In. | 4  Dir. | 4  In. | 5  Dir. | 5  In. | 6  Dir. | 6  In. | | Timing |
| Writing assignment in 3xx | X |  |  |  |  | X |  |  |  |  |  | |  | Fall |
| Senior exit interview |  | X |  | X |  | X |  | X |  | X |  | |  | Spring |
| Report |  |  | x |  |  | x |  |  |  |  |  | |  | Fall/Spring |
| Oral presentation |  |  |  |  | x |  |  |  |  |  |  | |  | Fall/Spring |
| Capstone Project |  |  |  |  |  |  |  |  |  |  |  | |  | Spring |
| Exam 3 question subset in 3xx |  |  |  |  |  |  |  |  |  |  |  | |  | Fall |
| … |  |  |  |  |  |  |  |  |  |  |  | |  |  |
| … |  |  |  |  |  |  |  |  |  |  |  | |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Example Map | AY 23-24 | AY 24-25 | AY 25-26 | AY 26-27 | AY 27-28 |
| SLO 1 | I |  | F |  |  |
| SLO 2 | I |  | F |  |  |
| SLO 3 |  | I |  | F |  |
| SLO 4 |  | I |  | F |  |
| SLO 5 |  | I |  |  | F |
| SLO 6 |  |  | I |  | F |
| … |  |  |  |  |  |

**Initial Assessment (I)** takes a baseline measure of student achievement. Results are used to suggest changes in curricular material, structure, and/or delivery that demonstrate the program is seeking improvement. Changes should be inspired by the assessment results and discussions within the program.

**Follow-up Assessment (F)** collects data 2-3 years later to determine if the improvements made helped promote student success. This assessment would “close the loop” and determine if the changes improved student learning. The result does not have to be that it improved learning. It is ok to determine that a change was not effective.

*Example 1: Single MINOR program assessment plan.*

|  |  |  |  |
| --- | --- | --- | --- |
| Student Learning Outcomes | Program 1 |  |  |
| Students will…1 | X |  |  |
| Students will…2 | X |  |  |
| Students will…3 | X |  |  |
| Students will…4 | (x) |  |  |
| Students will…5 | (x) |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Name | Major | Minor |
| 1 | Program 1 |  | X |
|  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Measures | 1  Dir. | 1  In. | 2  Dir. | 2  In. | 3  Dir. | 3  In. |  |  |  |  | Timing |
| Writing assignment in 3xx | **X** |  |  |  | **X** |  |  |  |  |  | Fall |
| Senior exit interview |  | **X** |  | **X** |  | **X** |  |  |  |  | Spring |
| Report |  |  | x |  |  |  |  |  |  |  | Fall/Spring |
| Oral presentation |  |  |  |  | x |  |  |  |  |  | Fall/Spring |
| Capstone Project |  |  |  |  |  |  |  |  |  |  | Spring |
| … |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Example Map | AY 23-24 | AY 24-25 | AY 25-26 | AY 26-27 | AY 27-28 |
| SLO 1 | I |  |  | F |  |
| SLO 2 | I |  |  | F |  |
| SLO 3 |  | I |  |  | F |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Initial Assessment (I)** takes a baseline measure of student achievement. Results are used to suggest changes in curricular material, structure, and/or delivery that demonstrate the program is seeking improvement. Changes should be inspired by the assessment results and discussions within the program.

**Follow-up Assessment (F)** collects data 2-3 years later to determine if the improvements made helped promote student success. This assessment would “close the loop” and determine if the changes improved student learning. The result does not have to be that it improved learning. It is ok to determine that a change was not effective.

**Program 1:** *e.g. Basket Weaving Major and Minor*

**Program 1 Mission Statement:** *If the same as the departmental mission statement, please list it here with a 1-3 sentence justification.*

**Student Learning Outcomes:***SLOs are written in a student-centered manner and detail an assessable knowledge, skill, ability, or competency students should develop in the program. When selecting SLOs please consider the feasibility of measuring them by two methods, with at least one being direct.*

1. **SLO 1:** *e.g. Students will be able to explain the relationship between X and Y.*
2. **SLO 2**
3. **SLO 3**
4. **SLO 4**
5. **SLO 5**

**Program 1:**

**SLO 1:**

**Measure 1:**

*Briefly describe your direct measure.*

*Please include the following:*

* *Artifact type:* *Exam, homework, lab report, presentation, performance, etc.*
* *Artifact source:* *Course, co-curricular presentation or performance, external evaluator, etc.*
* *Rubric and/or how the artifact is assessed*

**Target for Measure 1**:

**Measure 2:**

*Briefly describe the measure. Clearly state if it is direct or indirect.*

*For a second direct measure see above.*

*For an indirect measure please include the following:*

* *Method of administration (survey, interview, focus group)*
* *List the question(s) that directly tie to the SLO.*

**Target for Measure 2:**

**Program 1:**

**SLO 2:**

**Measure 1:**

*Briefly describe your direct measure.*

*Please include the following:*

* *Artifact type:* *Exam, homework, lab report, presentation, performance, etc.*
* *Artifact source:* *Course, co-curricular presentation or performance, external evaluator, etc.*
* *Rubric and/or how the artifact is assessed*

**Target for Measure 1**:

**Measure 2:**

*Briefly describe the measure. Clearly state if it is direct or indirect.*

*For a second direct measure see above.*

*For an indirect measure please include the following:*

* *Method of administration (survey, interview, focus group)*
* *List the question(s) that directly tie to the SLO.*

**Target for Measure 2:**

**Program 1:**

**SLO 3:**

**Measure 1:**

*Briefly describe your direct measure.*

*Please include the following:*

* *Artifact type:* *Exam, homework, lab report, presentation, performance, etc.*
* *Artifact source:* *Course, co-curricular presentation or performance, external evaluator, etc.*
* *Rubric and/or how the artifact is assessed*

**Target for Measure 1**:

**Measure 2:**

*Briefly describe the measure. Clearly state if it is direct or indirect.*

*For a second direct measure see above.*

*For an indirect measure please include the following:*

* *Method of administration (survey, interview, focus group)*
* *List the question(s) that directly tie to the SLO.*

**Target for Measure 2:**

**Program 1:**

**SLO 4:**

**Measure 1:**

*Briefly describe your direct measure.*

*Please include the following:*

* *Artifact type:* *Exam, homework, lab report, presentation, performance, etc.*
* *Artifact source:* *Course, co-curricular presentation or performance, external evaluator, etc.*
* *Rubric and/or how the artifact is assessed*

**Target for Measure 1**:

**Measure 2:**

*Briefly describe the measure. Clearly state if it is direct or indirect.*

*For a second direct measure see above.*

*For an indirect measure please include the following:*

* *Method of administration (survey, interview, focus group)*
* *List the question(s) that directly tie to the SLO.*

**Target for Measure 2:**

**Program 1:**

**SLO 5:**

**Measure 1:**

*Briefly describe your direct measure.*

*Please include the following:*

* *Artifact type:* *Exam, homework, lab report, presentation, performance, etc.*
* *Artifact source:* *Course, co-curricular presentation or performance, external evaluator, etc.*
* *Rubric and/or how the artifact is assessed*

**Target for Measure 1**:

**Measure 2:**

*Briefly describe the measure. Clearly state if it is direct or indirect.*

*For a second direct measure see above.*

*For an indirect measure please include the following:*

* *Method of administration (survey, interview, focus group)*
* *List the question(s) that directly tie to the SLO.*

**Target for Measure 2:**

**Program 1:**

**SLO 6:**

**Measure 1:**

*Briefly describe your direct measure.*

*Please include the following:*

* *Artifact type:* *Exam, homework, lab report, presentation, performance, etc.*
* *Artifact source:* *Course, co-curricular presentation or performance, external evaluator, etc.*
* *Rubric and/or how the artifact is assessed*

**Target for Measure 1**:

**Measure 2:**

*Briefly describe the measure. Clearly state if it is direct or indirect.*

*For a second direct measure see above.*

*For an indirect measure please include the following:*

* *Method of administration (survey, interview, focus group)*
* *List the question(s) that directly tie to the SLO.*

**Target for Measure 2:**