

SAAC GUIDELINES FOR COMPLETION OF PROGRAM ASSESSMENT REPORTS

OVERVIEW

The SAAC assessment report provides a reporting mechanism for the systematic integration of student outcomes assessment into CNM curriculum-review, budgeting, and master planning processes. The form is designed to accommodate programs with diverse characteristics. Reporters concurrently developing program accreditation reports are encouraged to copy and paste from the accreditation report into any corresponding sections.

PART 1: Contact & Program Identification

Report Year and Contact Information: Please identify the academic year in which the assessment was conducted and provide contact information for an individual who is familiar with the contents of the report and could answer questions if needed.

Subject of this Assessment Report: Enter information in *only one* of the three blocks provided beneath the contact information:

- Degree and/or certificate program: left box
- General Education area (and sub-discipline if applicable): middle box
- Special discipline area (non-award and non-general-education SAGE program): right box

Reporting for certificate programs can be combined with reports for degree programs *if* all of the certificate student learning outcomes (SLOs) are also degree SLOs. Please be sure to flag SLOs not related to the certificates as: (Degree Only).

PART 2: The Year in Retrospect

Program/Area Highlights: This section is for reporting **program successes not necessarily related to learning assessment.**

Toot your horn about enrollment, persistence, completion rates, etc. Describe any positive developments, progress toward performance goals, etc. Make the case that your program is serving students and the community as planned. If it isn't, say what you'll do differently.

IMPORTANT NOTE: Federal Compliance criteria state that "An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its programs includes **course completion, job placement, and licensing examination information.**" Please be sure to address this information wherever applicable.

Changes Made in Support of Student Learning: If your program made any changes in the past year to improve learning outcomes, please describe and evaluate the changes. If the changes were informed by your prior assessment efforts, please say so.

PART 3: Report on Recent Assessment of Student Learning

Learning Outcome(s) Assessed: Please list, at minimum, all SLOs previously flagged in the assessment cycle plan for assessment during this reporting year. You may list additional SLOs if you wish. If you plan to enter more than one SLO, please add rows by **right-clicking** in the existing row and selecting "**Insert**" and then "**Insert Rows Above.**"

If your program was unable to assess a scheduled SLO, please note why in parentheses next to the SLO: (Unable to assess due to ___).

If you conducted follow-up assessment based on the prior year's assessment findings, please make the following parenthetical notation next to the SLO:

(Follow-up assessment). *Note:* SAAC strongly encourages second-year follow-up assessment.

If you are combining reports for degrees and certificates, identify any program SLOs that are not also certificate SLOs as: (Degree only).

Classes/Cohorts Assessed: In the field to the right of each SLO, please identify which groups of students were assessed.

Measurement Tool(s) Used: Measurement tools might include tests, observations, document analyses, interviews, focus groups, surveys, etc. Enter additional rows if you will be reporting use of more than one assessment method.

Suggestions:

- If a single assessment method was used, provide a descriptive identifier such as "Final Exam," "Clinical Evaluation," "Employer Survey," "Pop Practical," etc.
- If similar instruments were used in a combined assessment approach, consider describing them as a group (e.g., "Formative and summative writing samples from multiple courses, using a common rubric" or "Pre-test and post-test").
- If multiple instruments of substantially differing types were used without common criteria, list all of them in the same cell.

Enter X's to indicate whether the assessment conducted was internal or external and whether it was direct or indirect. If using multiple assessments, check all that apply.

- *External* assessment may be conducted outside of CNM (e.g., licensing exams) or outside of the course or program (e.g., next-level course success or employment rates).

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- **Indirect** assessment looks at indicators of learning other than the students' work output (e.g., surveys or interviews).

Initial Achievement Target or Expectation: What you enter here will depend on your assessment approach. If you had a numeric performance goal, enter that. If you expected to find that student performance on one task correlates with successful mastery of another, enter that. The implied question here is, "What did you want to find out or confirm?"

Assessment Findings: Summarize the information yielded by the assessment process. Include any specific questions and/or rubrics used. Provide summary data, not student-level data. Discuss how effectively the measures obtained the desired information. Add appendices if needed.

Analysis and Interpretation of Assessment Findings: Here, you are asked to interpret the assessment results, draw inferences, discuss the meaning and utility of the evidence, and translate it into opportunities for improvement.

Some questions to consider as food for thought:

- What was learned about strengths and weaknesses in students' learning progress?
- How did external or unexpected factors impact student learning?
- How do the assessment findings triangulate with other available information, external program requirements, etc.?
- What are the implications of the findings for future instruction?
- What curricular and/or other changes can be made to address identified learning gaps?

Action Plan in Support of Student Learning: This section represents a critical step in 'closing the loop,' i.e., applying the results of assessment to effect improvements in student outcomes. Provide a critical analysis of known or potential obstacles to student learning (whether revealed through the year's assessment or through other means), and describe any changes in programming, curriculum, instruction, student support, resources, etc., that will be made to address those obstacles. Include plans for follow-up evaluation as well.

Please categorize the types of changes that are planned (or hoped for) by typing an X in the box next to all that apply:

- **Pedagogical change:** Alteration of the teaching approach, i.e., the way in which instruction is delivered.
- **Course revision:** A change in content or focus that applies to all sections of a course.
- **Process revision:** Change in enrollment practices, advice given, referrals for support, authorization procedures, etc.
- **Curricular revision:** Change in the placement of content delivery within the program and/or change in course offerings, course sequencing, pre-requisites, etc.
- **Budgetary reallocation:** A change in funding, e.g., to hire additional faculty, obtain new equipment, or support new strategies. Please mark this box if requesting funding in the section that follows.
- **Faculty training/development:** A targeted effort to develop skills and/or an integrated approach among faculty, etc.

- **Assessment criteria revision:** Change to one or more student learning outcomes and/or the standards/criteria by which an outcome is measured.
- **Assessment methodology revision:** Change to the assessment approach, the timing or placement of the assessment, and/or the measurement tool(s) used.

If no changes are planned, please state this and provide a brief explanation. If no changes are indicated because the assessment information obtained turned out to be non-actionable, then please plan a next-year follow-up assessment using a different or modified assessment approach. *Note:* SAAC encourages inclusion of second-year follow-up assessment as part of the action plan.

Recommendations, Proposals, and/or Funding Requests: This section is provided to allow you to make suggestions that are not necessarily within your control to implement. This section also provides a formal process for requesting additional funding, if supported by your assessment findings. If you have no suggestions, leave this section blank.

PART 4: Assessment Cycle Plan Update

Cycle Years: Enter the start and end years of the ongoing cycle plan or, if this is the last report related to a prior cycle plan, the upcoming cycle plan.

Description of Changes Made: If you have changed or plan to change your assessment approach or cycle plan, please describe the changes here. See the "Guide for Completion of Assessment Cycle Plan" for more information on cycle plan development.

Student Learning Outcomes...: Paste or enter your 5-year assessment cycle plan into the final section.