

Culminating Steps: Reporting Assessment Results & Updating Action Plans

These steps refer to the Program Assessment Report template (*updated October 2016*).

[The program information fields and template fields a – c are completed in the previous fall semester.]

Step 1. Record the results of your assessment(s) for each learning outcome on the Program Assessment Report (**field d**). Consider the following:

- How many faculty/staff administered the assessment?
- How many students were assessed?
- What percent achieved at or above satisfactory?
- If applicable, how many students completed your program?

Step 2. Indicate “Target Met” or “Target Not Met” (**field e**). Did the results match or exceed your expectations regarding achievement?

Step 3. Evaluate the effectiveness of the action plan (**field f**). Summarize its implementation: identify challenges that emerged and explain the extent of successes.

Step 4. Based on your findings, create an updated action plan to implement this academic year. ***Keep in mind the goals of improved learning and teaching!***

Consider the following questions when evaluating and writing action plans:

- Is the student learning focused on *application* or *understanding* of concepts or skills?
- Would *the addition of or changes to* experiential learning (fieldwork activities), group work, lecture, strategies related to critical thinking skills, or technology better support student learning?
- Are there other high impact practices, such as learning communities, problem-based learning, or other active learning strategies that would improve student learning?
- Regarding faculty development: Would a change in information sharing (such as communication regarding this outcome) or a change in resource sharing (such as course activities) better support student learning? Is there a relevant conference or development workshop to attend?
- Would revisions to course pre-requisites, course sequence, or course content better support learning?
- Would improvements to advising support better learning outcomes?
- Would revising scoring guides (rubrics or test blue prints)?
- Would the use of Canvas or other on-line resources?

Email the completed report to Julie McDevitt at jmcdevitt@alamo.edu by **Monday, October 31, 2016**.