# Instructions

1. Complete one form for each degree program or certificate (i.e. AS, AA, BS, BA, MS, MA, MFA, PBC, GC, PMC).
2. Complete all the information on the cover page, particularly with regard to distance learning, where applicable.
3. Review your program’s mission statement and institutional mission reference (see our institutional mission here: <http://www.mcneese.edu/about>).
4. Identify methods of assessment and location in which the results are kept.
5. Review outcomes and objectives to ensure that they remain appropriate to the program’s mission.
6. Review assessments to ensure that they align appropriately with the outcomes/objectives.
7. Input assessment results in column two, “Actual Data from Assessment.”
8. Provide analysis of results and any plan of action for improvement in column three.
9. Use one row for each assessment. The table will expand as needed.
10. The Office of IRE will provide the enrollment data for program objective one.
11. Complete the self-evaluation at the end of the document.

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| **COVER PAGE** | |
| **College:** |  |
| **Department:** |  |
| **Academic Program:** |  |
| **Person Responsible:** |  |
| **Date Submitted:** |  |
| **Reporting Period:** |  |
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| **Program Modality and Location** | |
| Is this program offered via Distance Learning? Select all that apply. (Note: Traditional means face to face.) | 100% Distance only |
| 100% Distance & Traditional |
| 50-99% Distance/Traditional |
| 100% Traditional or less than 50% Distance/Traditional |
| Is this program offered at an off-site location?  (I.e. 50% or more of the program’s credits may be obtained off-site.) | Choose an item. |
| If yes to previous, provide addresses for each location where 50% or more of program may be earned. | Click here to enter text. |
| **Assessment of Distance Learning Program** | |
| If degree or certificate is packaged in both traditional format ***and*** 50% to 100% via distance learning, indicate **how the** **assessments** can be used to evaluate the effectiveness of the distance learning offerings separately from the traditional format. (Note: Delivery method should not affect program content or requirements; assessments used for evaluation of f2f program should also be used for evaluation of online delivery of program.) | |
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| **Example of Program Improvement** |
| Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was. If possible, also show evidence of the improvement. You may look at data from the previous two academic years to support this case.  (E.g. In 2011-12, evidence showed our students were not meeting expectations for critical thinking; in ’13-14 we modified existing assignment in [course] and the results show an improvement of X% over previous year.) |
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| **Program Highlights from the Reporting Year** |
| Identify and briefly discuss any successes of the program not captured in program goals or learning assessments. |
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| **Academic Program:** |  |
| **Person Responsible:** |  |
| **Date Submitted:** |  |
| **Reporting Period:** |  |

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| **Program Mission:** |  |
| **Institutional Mission Reference:** |  |

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| **Assessment Methods Utilized** | **Data Repository Location** |
| Standardized Exam (nationally normed) |  |
| Standardized Exam (nationally normed) |  |
| Major Field Examination |  |
| Internally-developed Examination |  |
| Student Opinion Survey (SOS) |  |
| National Survey of Student Engagement (NSSE) |  |
| Employer Survey |  |
| Graduate Survey |  |
| Alumni Survey |  |
| Exit Survey/Interview/Exam |  |
| Program-specific Survey |  |
| Scoring of Essay |  |
| Portfolio Evaluation |  |
| Capstone Project |  |
| Presentation |  |
| Research Paper |  |
| Research Project |  |
| Course Summary |  |
| Excel Spreadsheet |  |
| Access Database |  |
| Other - Please describe: |  |
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| **Common Objective** | |
| **Program Objective 1** | Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Common Objective** | |
| **Program Objective 2** | Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations. |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Program-unique Objective** | |
| **Program Objective 3** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Student Learning Outcome 1** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Student Learning Outcome 2** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Student Learning Outcome 3** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Student Learning Outcome 4** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Student Learning Outcome 5** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Student Learning Outcome 6** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Student Learning Outcome 7** |  |
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| **Assessment, Achievement Level, and Benchmark** | **Actual Data From Assessment** | **Analysis and Actions/Decisions based on Results** |
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| **Master Plan Self-Assessment** |
| Master plans are the evidence that a unit is performing assessment and an index to how that assessment is undertaken. Effective assessment plans establish clear goals, set high levels of achievement, and include meaningful measurements for gauging progress toward goals. As a progress report, these plans show that the unit evaluates its annual information and makes decisions based upon evidence. These changes are then followed up on (assessed) in subsequent plans. |
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**In this section, please self-evaluate this process by indicating as follows:**

**1 – I need a lot of help in this area;**

**2 – I am making progress, but need help;**

**3 – I do not need help in this area**

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| **Area 1: Mission/Institutional Mission Reference**  (I am confident my unit’s mission statement communicates clearly to a broad audience and shows its unique and obvious place within the institutional framework.) | Choose an item. |
| **Area 2: Objectives/Outcomes**  (Mostly for Admin Units: I am satisfied that the objectives I have listed support the unit mission, are clear and measurable, and adequate in number.) | Choose an item. |
| **Area 3: Assessments/Expectations**  (I am satisfied that my assessments accurately measure my objectives, that there are enough assessments to get a meaningful picture, and that my unit’s expectations are rigorous but attainable.) | Choose an item. |
| **Area 4: Data/Collection**  (I am satisfied with the amount and quality of data I receive.) | Choose an item. |
| **Area 5: Data Analysis/Application**  (I am satisfied with the unit’s process for analyzing data and making improvements.) | Choose an item. |

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| **Comments** |

Click here to enter text.