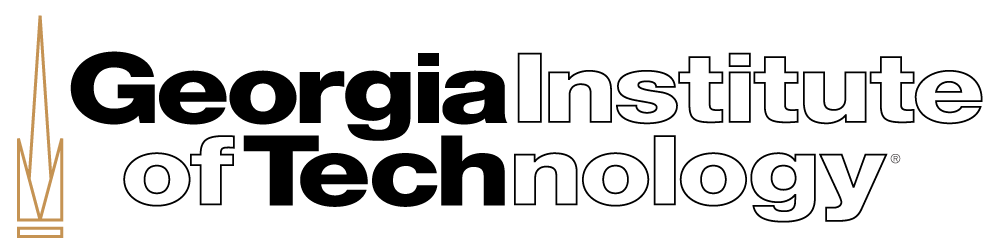
****

**OFFICE OF ACADEMIC EFFECTIVENESS**

**ASSESSMENT PLANNING AND REPORTING TEMPLATE FOR ACADEMIC PROGRAMS**

**Academic Year:**

**ACADEMIC DEGREE PROGRAM:**

**COLLEGE:**

**SCHOOL:**     

**NAME OF PROGRAM ASSESSMENT COORDINATOR(S):**

**E-MAIL ADDRESS:**

**PHONE:**

**PROGRAM MISSION STATEMENT**

Enter text here.

**PROGRAM GOALS**

Enter text here.

**Date Submitted Steps 1-3 \_\_\_\_\_\_\_\_\_**

**Date Submitted Steps 4 – 6 *(Due by May 31)*:**

Contact Franz Reneau, Ph.D. (Assessment Director) in the Office of Academic Effectiveness with any questions.

[Franz.reneau@gatech.edu](mailto:Franz.reneau@gatech.edu)

(404) 385-2552

**CURRENT CYCLE ASSESSMENT PLAN AND REPORT:**

| Step 1: Specify Expected Outcome | Step 2: Identify Appropriate Measures (Direct/Indirect) | | | Step 3: Establish Acceptable Targets for Performance Aligned With Each Measure/Method | Step 4: Collect, Analyze, Review and Report Results | | | | Step 5: Use Results to Improve Outcomes (Continuous Improvement Action Plan) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (*i.e., Program Level Student Learning Outcome)* | *Measures/Method* | *Direct* | *Indirect* |  | *Actual Results*  *(Specifically state actual results for each measure/method.)* | *Target Performance Level Achieved* | *Target Performance Level not achieved but improvements realized when compared to performance in previous cycle* | *Target Performance Level not achieved or performance decreased or remained the same as in previous cycle.* |  |
| 1. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Step 6 - FOLLOW-UP REPORT ON PREVIOUS ASSESSMENT CYCLE’S CONTINUOUS IMPROVEMENT ACTION PLAN:**

| Previous Cycle’s Expected Outcome | Describe Actions Taken Based on Previous Cycle’s Results | Summary of Key Findings |
| --- | --- | --- |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

**SUPPORTING DOCUMENTS:**

**GLOSSARY OF KEY TERMS**

**Mission Statement** – A statement that describes your reason for existence. It should address **who you are**, **what you do**, and **who you do it for**.

E.g., - The mission of the Department of Biomedical Engineering at Georgia Tech is “to educate and prepare students to reach the forefront of leadership in the fields of biomedical engineering and to impact health care significantly by assembling a world-class faculty who shape the cutting edge of research in key biomedical areas.”

<https://www.bme.gatech.edu/bme/about-wallace-h-coulter-department-biomedical-engineering>

**Goal** – A high level statement of what your college/school/program/department aims to accomplish in alignment with your mission.

**e.g.,** - Provide an educational experience that prepares students to be leaders.

Lead research and innovation to drive breakthroughs that impact and change the global environment.

**Outcome** – A statement that refers to a destination rather than the path taken to get there (i.e., the end rather than the means).

**Program Level Student Learning Outcome** – Specified knowledge, skills, abilities or attitudes that students are expected to attain by the end of a program of study.

**Direct Measure** - A measure that is tangible, visible, self-explanatory, and provides compelling evidence of exactly what students have learned. The strength of this measure lies in the fact that it requires students to demonstrate what they have learned in a way that is observable and measurable.

***e.g.,*** - capstone projects, portfolios, standardized tests, pre and post-test, written work, performances, presentations, etc.

**Indirect Measure** – A measure that is based upon a report of the perceived extent or value of learning experiences. This measure helps to capture the perceptions of your constituents.

*Note:* Indirect measures alone are not sufficient/appropriate for assessing student learning. When they are used, they should accompany direct measures of student learning.

***e.g.,*** - student rating of instruction, exit interviews, focus groups, alumni surveys, etc.

**Target for Performance** – The expected level of performance or the benchmark indicator for success. Programs/departments can use their own data to benchmark performance or consider benchmarking against aspirational peers or national sources.

**Actual Result** – A descriptive summary of the data collected at the measure level in alignment with the outcome. The summary should include where appropriate the specific percentage and sample size in alignment with the target for performance.

**Continuous Improvement Action Plan** – A summary of what will be done to enhance/improve the outcome. It should include who will do what by when and how.