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| **VANDERBILT UNIVERSITY**  **Educational Programs Annual Report**  **Assessment Period: PCCAP Full Proposal Assessment Plan Template**  ***This document serves as a resource to support educational programs in identifying the required content, documenting notes, and preparing data for entry into the Planning system.***  This template is designed to capture the necessary data for SACS-COC reporting to remain in compliance with the principles of accreditation. Each section is specific to a certain aspect of the annual report, and the font styles are as follows:  **LARGE, ALL-CAPS, BOLDED AND UNDERLINED TEXT** signal a new section.  **Bolded** text serves as a subheading for a required component.  *Italicized* text serves as instruction for each segment.  Yellow text signals where your input is required.  Should you have any questions, please reach out to the Office for Academic Program Review, Assessment, and Accreditation ([OAPRAA@vanderbilt.edu](mailto:OAPRAA@vanderbilt.edu)). |
| **MISSION STATEMENT AND CONTACT INFORMATION**  **Academic Program or Certificate Name, Degree Abbreviation (e.g., Cert., B.A., M.S., M.D., Ph.D.):** place text here.  *Please be sure to include the full name of you program, as well as the appropriate degree designation (i.e., “Program Name, BA”)*  **Contact Person:** enter departmental contact person here.  **Date Submitted:** place text here.  **Academic Degree Program’s Mission Statement:** Place text here.  *What is the mission of your academic degree program? The mission should support Vanderbilt’s* [*mission*](https://www.vanderbilt.edu/about/mission/)*.* |
| **STUDENT LEARNING OUTCOMES (SLOs)**  *Please use this space to state the student learning outcome. A student learning outcome is a concise representation of what students will know, will be able to do, or will be able to demonstrate, after completing a course/program of study.*  *Example: By the time a student graduates from our program, the student will be able to apply major theories to contemporary social problems, using the major authors in the field.*  *Each academic program must have a minimum of three student learning outcomes. More than three is acceptable. The goal is to have consistent learning student learning outcomes over the course of several years.*  **STUDENT LEARNING OUTCOME #1**  **SLO Statement:** place text here.  **Last Assessed:** Choose an item.  **Measurement Type:** Choose an item.  *How are you measuring what students are learning? For each student learning outcome, describe the measure used to assess whether students have achieved the learning outcome. Direct assessment measures should be used rather than indirect assessment measures.*   * *Direct assessment measures require the student to demonstrate the student’s knowledge and skills in response to the instrument. Examples of direct measurement include: 1) achievement tests such as objective tests, 2) student academic work such as essays, presentations, portfolios, and course assignments; 3) observations or case studies.* * *Indirect measurement ask students to reflect on their learning rather than to demonstrate it. Examples of indirect measurement include self-report methods such as surveys, interviews, and focus groups.*   **Assessment Methods and Procedures**: place text here.  *Student Learning Outcomes should be assessed using two different forms of assessment. For example, a student may demonstrate knowledge gained as evidenced by their performance on part of an exam, as well as by applying that knowledge gained to complete a research paper or project. Be sure to identify BOTH approaches utilized to assess this student learning outcome.*  **Proficiency Rate:** place text here.  *Please define proficiency (expected performance) for this SLO. For example, 85% of students in the program will score at least an eight (8) out of ten (10) on their comprehensive essay exam.*  **Assessment Results:** place text here. **NOT NEEDED FOR PCCAP FULL PROPOSAL**  *Use this space to present the findings of your evaluation of BOTH assessment methods in support of the program’s overall performance for this SLO. Be sure to reference how many students were evaluated, as well as to upload any relevant supporting documentation used to generate this evaluation.*  **STUDENT LEARNING OUTCOME #2**  **SLO Statement:** place text here.  **Last Assessed:** Choose an item.  **Measurement Type:** Choose an item.  *How are you measuring what students are learning? For each student learning outcome, describe the measure used to assess whether students have achieved the learning outcome. Direct assessment measures should be used rather than indirect assessment measures.*   * *Direct assessment measures require the student to demonstrate the student’s knowledge and skills in response to the instrument. Examples of direct measurement include: 1) achievement tests such as objective tests, 2) student academic work such as essays, presentations, portfolios, and course assignments; 3) observations or case studies.* * *Indirect measurement ask students to reflect on their learning rather than to demonstrate it. Examples of indirect measurement include self-report methods such as surveys, interviews, and focus groups.*   **Assessment Methods and Procedures**: place text here.  *Student Learning Outcomes should be assessed using two different forms of assessment. For example, a student may demonstrate knowledge gained as evidenced by their performance on part of an exam, as well as by applying that knowledge gained to complete a research paper or project. Be sure to identify BOTH approaches utilized to assess this student learning outcome.*  **Proficiency Rate:** place text here.  *Please define proficiency (expected performance) for this SLO. For example, 85% of students in the program will score at least an eight (8) out of ten (10) on their comprehensive essay exam.*  **Assessment Results:** place text here. **NOT NEEDED FOR PCCAP FULL PROPOSAL**  *Use this space to present the findings of your evaluation of BOTH assessment methods in support of the program’s overall performance for this SLO. Be sure to reference how many students were evaluated, as well as to upload any relevant supporting documentation used to generate this evaluation.*  **STUDENT LEARNING OUTCOME #3**  **SLO Statement:** place text here.  **Last Assessed:** Choose an item.  **Measurement Type:** Choose an item.  *How are you measuring what students are learning? For each student learning outcome, describe the measure used to assess whether students have achieved the learning outcome. Direct assessment measures should be used rather than indirect assessment measures.*   * *Direct assessment measures require the student to demonstrate the student’s knowledge and skills in response to the instrument. Examples of direct measurement include: 1) achievement tests such as objective tests, 2) student academic work such as essays, presentations, portfolios, and course assignments; 3) observations or case studies.* * *Indirect measurement ask students to reflect on their learning rather than to demonstrate it. Examples of indirect measurement include self-report methods such as surveys, interviews, and focus groups.*   **Assessment Methods and Procedures**: place text here.  *Student Learning Outcomes should be assessed using two different forms of assessment. For example, a student may demonstrate knowledge gained as evidenced by their performance on part of an exam, as well as by applying that knowledge gained to complete a research paper or project. Be sure to identify BOTH approaches utilized to assess this student learning outcome.*  **Proficiency Rate:** place text here.  *Please define proficiency (expected performance) for this SLO. For example, 85% of students in the program will score at least an eight (8) out of ten (10) on their comprehensive essay exam.*  **Assessment Results:** place text here. **NOT NEEDED FOR PCCAP FULL PROPOSAL**  *Use this space to present the findings of your evaluation of BOTH assessment methods in support of the program’s overall performance for this SLO. Be sure to reference how many students were evaluated, as well as to upload any relevant supporting documentation used to generate this evaluation.* |
| **ADDITIONAL STUDENT LEARNING OUTCOME(s)**  *If your program has additional SLOs to report, please copy the SLO items used above (SLO statement, measurement type, assessment methods and procedures, proficiency rate, and assessment results) to the space below.*  Text here. |
| **MODIFICATIONS AND IMPROVEMENTS BASED ON THE RESULTS**  *How will the results be used for student learning and/or program improvement(s)? What actions or modifications have been or will be made based on the results of this year’s assessment? Attachments may be included. If you have specific actions based on certain SLOs, please identify the SLO alongside the planned modification/improvement.*  Text here. **NOT NEEDED FOR PCCAP FULL PROPOSAL** |
| **REVIEW OF PRIOR YEAR’S PLANNED IMPROVEMENTS AND RESULTS:**  *Use this space to reflect on the planned improvements from last year's annual report. What did your program modify? What was the impact?*  Text here. **NOT NEEDED FOR PCCAP FULL PROPOSAL** |

**Supporting Documentation**

Please attach supporting documentation such as rubrics, questionnaires, charts, surveys, spreadsheets, tables, and detailed descriptions of assessment findings. Please be sure to clearly identify which element of the report they are supporting (i.e., assessment measures, results, etc.).

**Annual Reporting Expectations**

Each academic program must have an assessment report and collect data on at least two of their outcomes annually. To comply, program must:

* List all SLOs in the report. Even those note assessed for the given assessment cycle.
* List all assessment measures for each SLO in your report.
* For SLOs assessed in the current cycle, enter data and information into assessment results and modifications and improvements based on the results fields.
* For SLOs not assessed in the current cycle, enter not applicable.