**PROGRAM ASSESSMENT REPORT (NARRATIVE OPTION)**

*Please use the following guidance to draft a report. Please email* *assessment@semo.edu* *if you have questions or need support, and to submit your report.*

**Overview:** Programs will collect and analyze program data and, annually, submit a short report on the state of the program.

**Purpose:** To create a systematic process for continuous program improvement.

**Process:** Each academic year, at a point yet to be determined toward the end of the fall semester or the start of the spring semester, programs will submit a short report. During the first year, this report will be due on ​February 28, 2018.

The report should be structured according to the following guidelines:

A. The reports should be organized around the following sections:

1. Previous actions to address weaknesses or build upon strengths

* + 1. What specific actions has the program taken to address weaknesses and/or build upon strengths identified in reports from earlier years?
		2. Have those changes had demonstrable effects?
		3. Programs are not required to address every PLO in this section. Only those PLOs upon which the program chose to take action in the previous year must be addressed.
		4. In the initial report, this section should simply be a short summary of 1-2 actions the program has taken in recent years in order to improve.

2. Conclusions about student learning

1. In regard to student progress toward meeting stated program learning outcomes, what conclusions can be drawn based upon available data collected during the previous academic year?
2. How has the level of student achievement changed in recent years? Which outcomes are relative strengths or weaknesses?
3. This is the only section in which every PLO must be addressed.

3. Planned response to data-based conclusions

1. In what ways will the program respond to these conclusions over the next year?
2. Are there curricular or pedagogical changes that would be appropriate?
3. Programs are not required to address every PLO in this section. At a minimum, two specific, evidence-based actions should be planned in response to data collected on two PLOs. Programs may choose to try to rectify weaknesses or capitalize upon strengths.

4. Potentially useful data

1. What additional data would be valuable, and how might that be collected?
2. In other words, what holes exist in the data that weaken the program’s ability to validate important skills, knowledge, and dispositions of its candidates?

**Notes:**

Conclusions regarding student learning should cite specific data generated by assessment instruments identified in curriculum maps. The “Conclusions about student learning” section is the only section of the four listed above that must address ​all​ of the program’s PLOs.

If a program wishes to include additional data, the source of those data should be added to the program’s curriculum map and the revised curriculum map submitted.