

Academic Assessment

Handbook for Program Coordinators

Office of Institutional Effectiveness

Last revised: July 2025

More info at: <https://srinfo.sulross.edu/ie/academic-assessment/>



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Academic Assessment Program Coordinator

Role and Responsibilities

Responsibilities

Your role, as academic program coordinator, is to be a change agent working with faculty to continue to offer improved educational experiences for all students. Your work involves collaborating with faculty in degree programs to identify quality outcomes, measure student performance, and analyze assessment data to positively impact student learning.

- 1.** Review, analyze, and evaluate the student learning outcomes (SLOs) and assessment plan for the academic program in which you are coordinating.
 - The current assessment year for academic assessments is June 1 to May 31 or Summer to Spring.
 - Throughout the year, the academic assessment program coordinator should consider the SLOs and work with the faculty in the program to not only implement these SLOs but to collect assessment data throughout the year.
- 2.** Use collected assessment data from program faculty to complete an annual assessment report due May 31 each year. The reports are submitted through the software, Watermark, and should be a group consensus, establishing goals for the next year.
- 3.** Attend the annual Peer Review and other professional development and assessment training or meetings throughout the year.
- 4.** Keep in communication with your department chair or dean regarding academic assessment in your program.

Faculty Handbook 4.01

Department chairs shall assign faculty members to serve as Program Coordinators for each academic degree program. These coordinators are responsible for leading the degree program, and they must be competent and qualified senior academics.

Your service to Sul Ross State University is greatly appreciated.

Importance of Academic Assessment

What is Assessment?

Assessment is the ongoing and systematic process of identifying objectives and means to measure them, gathering measurements of the objectives, using the information to make decisions about improvement, and implementing improvements based on the data gathered. Academic assessment program coordinators understand the usefulness of such information and inspire others to engage in this continuous cycle of improvement.

Purpose of Assessment

1. **To improve** – The assessment process should provide feedback to determine how the academic program can enhance current practices to improve student learning.
2. **To inform** – The assessment process should inform department heads and other decision-makers of the contributions and impact of the academic program to the development and growth of students.
3. **To prove** – The assessment process should encapsulate and demonstrate what the academic program has done throughout the year in progressing student learning toward successful completion of degree requirements.
4. **To support** – The assessment process should provide support for academic planning and decision-making activities such as academic program reviews, new program creation, strategic planning, as well as external accountability activities such as accreditation.

Supporting Accreditation Requirements

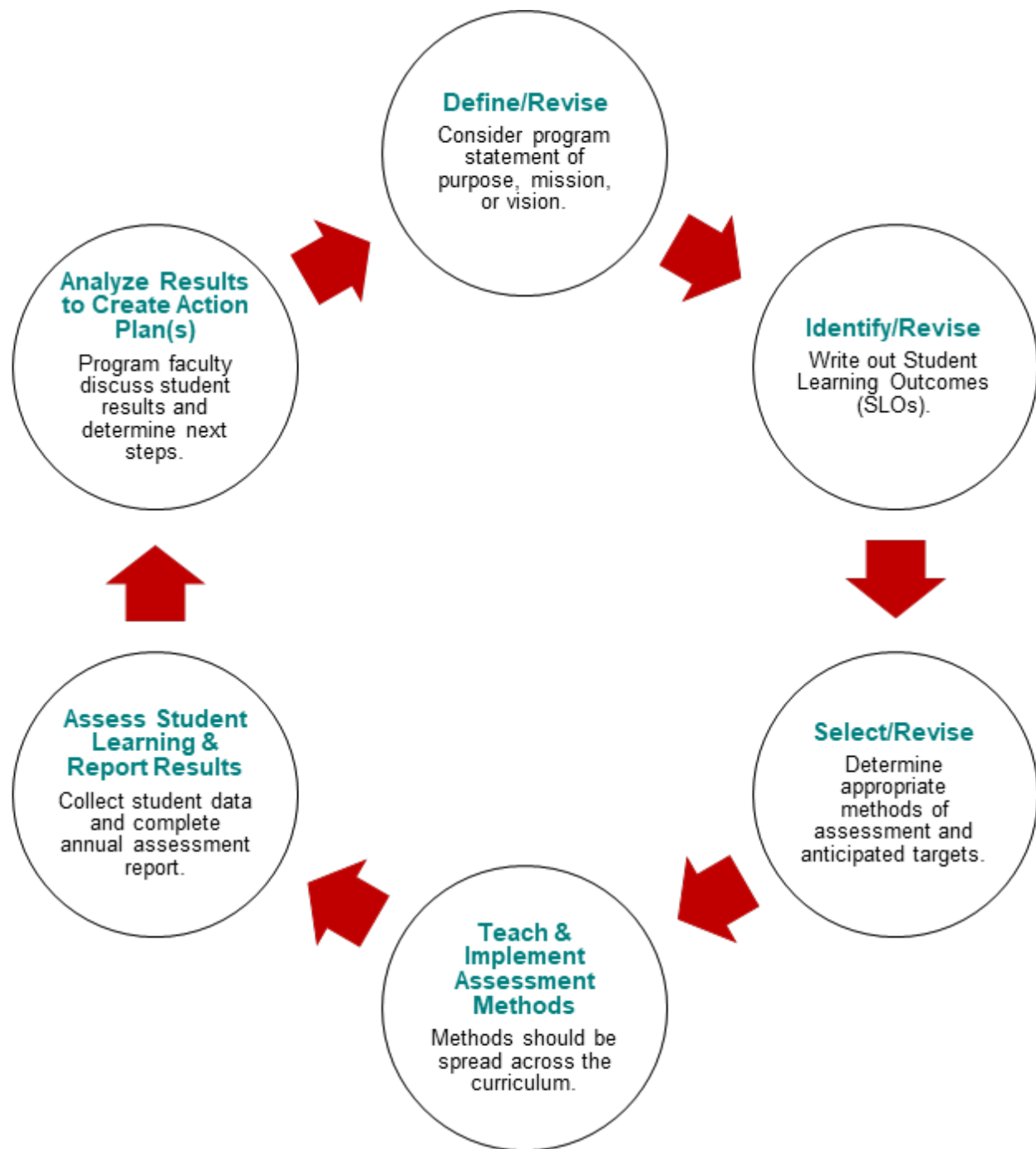
SACSCOC 8.2.a

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its education programs.

The expectation is that the institution reports the following:

1. Data that indicates the extent to which the outcomes are achieved.
2. Evidence of seeking improvement based on analysis of the outcomes.

The Sul Ross Academic Assessment Process



This six-step cycle promotes continuous improvement.

Student Learning Outcomes (SLOs)

A student learning outcome (SLO) comes with the expectation that when a student completes all of the prescribed degree requirements they will successfully be able to demonstrate their knowledge through the intent of the learning outcome (Texas Woman's University, 2024).

Effective Learning

Bloom's Taxonomy: levels of understanding

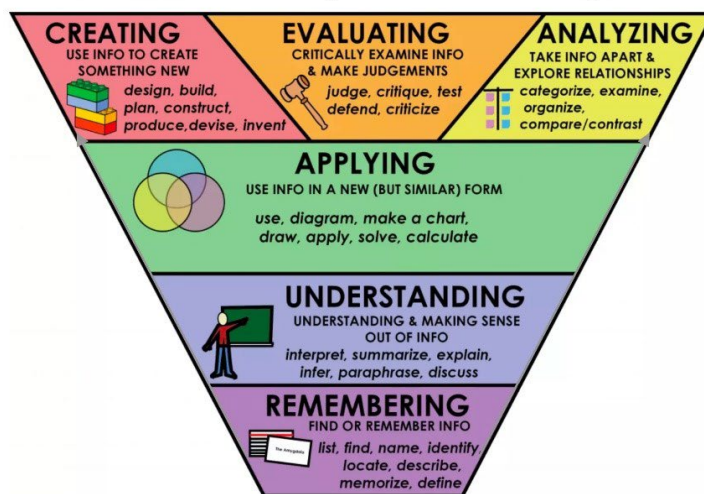


Illustration: Rawia Inaim

Posted by @addyosmani

Blooms Taxonomy of Action Verbs is extremely helpful in crafting successful SLOs.

Crafting an Effective SLO

- Clearly describe and define expected abilities, knowledge, values, and/or attitudes of the graduates of the program.
- Structure so that two or more measures can be used to assess each SLO.
 - Be specific and measurable.
- Reflects key and crucial learning components of the program.

Try out the ABCC method/formula. **Actor + Behavior + Condition + Criterion.**

Examples from Indiana University – Purdue University Indianapolis

- Students will explain how the science of exercise affects stress.
- Students will design a grounded research study using the scientific method.
- Students will demonstrate the use of correct grammar and various literary devices in creating an essay.

Assessment Methods

Outcomes desired of students' achievement at the end of their tenure are built into coursework all along the way (Kuh et al., 2014).

Methods include:

- Exams
- Assignments
- Case Studies
- Papers
- Internship reports/projects
- Portfolios
- Surveys
- Presentations
- And more!

Methods help identify where improvement is needed and where gaps in student learning, understanding, or application apply.

Assessment Method Formula

At (*time*), the students in (*course*) will (*describe activity*).

Examples of Assessment Methods

- At the end of the semester, students in SRSU 1101 will select a research topic and write a literature review.
- At the beginning and end of the semester, students in SRSU 1202 will take a short quiz over subjects to be or taught in the course to analyze growth over the course of the semester.

Assessment Targets

- Targets must be clear and are often determined by percentages rather than letter grades.
- Target percentages of achievement should be set based on realistic expectations (e.g., 85% passing rate).
- Targets can be (and are ideally) multi-faceted (e.g., 80% of students will achieve an 85% passing rate).
- Strong targets will always be tied to a rubric that may be consistently applied from one assessment cycle to the next.

Assessment Target Formula

Using (*rubric*), faculty will set a target of (*percentage, points, etc.*).

Examples of Assessment Formulas

- Using the “Research Papers” rubric, 80% of students will score a 90% or higher.
- Using the “Oral Presentations” rubric, 90% of students will score a 3 on the rubric for acceptable presentation skills.

NOTE: All rubrics used should be shared across the academic program and uploaded into the Watermark system for transparency in data collection and reporting.

Crafting an Assessment Plan

An assessment plan is created by the academic program coordinators with the assistance of the program faculty. These plans include the following:

- | | | |
|----------|-----------------|---|
| 3 | Outcomes | A minimum of three outcomes is required, but a program may wish to increase this. |
| 2 | Measures | Each outcome should have a minimum of one but mostly two measures assigned. |
| 1 | Targets | Each measure should have no more than one corresponding target. |

Completing the Annual Assessment Report

An annual assessment report is primarily composed of two components.

Clear, detailed, and understandable results for each method (from specific courses) and how these results compare to the anticipated target.

An evaluation of what worked or didn't work that semester concerning the method. This analysis is crucial to understanding areas of improvement.

Reporting Student Data

Outcomes – Measure Results

For each measure, assigned to each outcome, assessment coordinators must include detailed results, analysis of results, and plans for the upcoming year.

When writing results, consider the following:

- Results should address the outcomes and be directly related to the method being reported on.
- The extent to which the target was met or not met.
- How might the faculty collaborate further to enhance the method/course and overall outcome?
- How many students were assessed in the course? Was the same course, same method taught in multiple sections or semesters throughout the assessment year (e.g., fall and spring cohorts)?

See page 12 for details on how the various ways in which results may be reported in Watermark.

Analysis of Measures

Outcomes – Measure Analysis

For each measure, you may find that at the end of the year, the results proved successful in meeting the target or unsuccessful in meeting the target. Thus, an analysis is required for each measure to determine where the program faculty may improve on a component of the measure to ensure or sustain student success. It is also beneficial for these results to be compared one year to the next. How did students improve in meeting the target since the previous year?

Remember that the entire assessment plan is set by the program faculty and reported on by the academic assessment program coordinator. Though SRSU's accreditors, SACSCOC, require "evidence of seeking improvement," they do not define improvement for institutions, let alone individual programs.

Here are some ways in which seeking improvement may be documented in the analysis, and what action plans could come from this.

Analysis of Results	Action Plans
Students met expectations by the third and fourth formal observation opportunities. To provide students with greater opportunity for success through their formal observations, the faculty will meet with the class as a whole prior to scheduled observations and do a run-through, offering students samples of previous successful presentations.	<ul style="list-style-type: none">• Implement class meetings prior to scheduled observations to do a run-through of observations.• Prepare samples of previous successful presentations to share with students.
Student scores on the final exam decreased by 25% since last year. The faculty believe this decrease was caused by a confusion in components that would be included in the final exam. Many students expressed frustration that the final exam did not match what they had studied for.	<ul style="list-style-type: none">• Clearly state on the course syllabus that the final exam will be a comprehensive review. The instructor for this course will mention this to the students verbally (in-person course) during the first week of classes.• We will maintain the target and method for another semester to see if these strategies to alert students in advance that the final exam will be comprehensive, improve student scores to meet the target in the next year.

See page 12 for a list of action plan options provided in Watermark.

Analysis of Outcomes

Outcomes Analysis

Academic assessment program coordinators, along with program faculty, were asked to assess the overall effectiveness of the outcomes themselves. Do the current student learning outcomes meet market demands, student needs, or trends in the field of study?

When reporting results and analysis of outcome-measures, it may be evident whether or not the outcomes themselves are being met or not met, based on whether the measures are met or not.

Here are some ways in which seeking improvement may be documented in the analysis, and what action plans could come from this.

Analysis of an Outcome	Action Plans
In an effort to analyze the students' ability to design a grounded research study using the scientific method, students were successful in composing the literature review and methodology (Measure A) but struggled when it came to data analysis (Measure B).	<ul style="list-style-type: none">• To ensure that students understand all components of the scientific method necessary for a grounded research study, the instructor for SRSU 3303 will:<ul style="list-style-type: none">○ Stretch the data analysis module into three weeks instead of two○ Require office hours the week before the data analysis assignment is due
<p>For the outcome "Students will demonstrate the use of correct grammar and various literary devices in creating an essay", we successfully met both measures this assessment cycle.</p> <p>While students met the target, the faculty noticed that the overall student progress on Measure A's target of 85% on the Research Paper rough draft was met by 87% whereas last year the target was met with 92%. This indicates a 5% decrease.</p>	<ul style="list-style-type: none">• Next academic year, the faculty will require students to submit their papers to Tutor.com or visit one of the in-house tutors a minimum of two times during the semester. We will then determine if this additional step, along with in-class instruction, improves students' grammar and use of literary devices.

See page 12 for a list of action plan options provided in Watermark.

Watermark's Action Plan Suggestion Bank

- Revise Curriculum
- Restructure Outcome Statement
- Revise Measurement/Assessment
- Gather Additional Data
- Revise Benchmark/Target
- Implement New Program or Services
- Community Partnership
- Modify Position/Personnel
- Modify Policies/Procedures
- Adopt or Expand Technologies
- Additional Training
- Collaborate With Another Department/Unit/Program
- Modify Physical Environment
- Maintain Assessment Strategy
- Other

Additional Vocabulary

Closing the Loop

The cyclical process beginning with student learning outcomes, followed by assessment, and identifying areas or strengths and weaknesses to address in the future.

Curriculum Mapping

Process used to track in which courses concepts related to the outcomes are introduced, reinforced, or assessed.

Scoring Rubrics

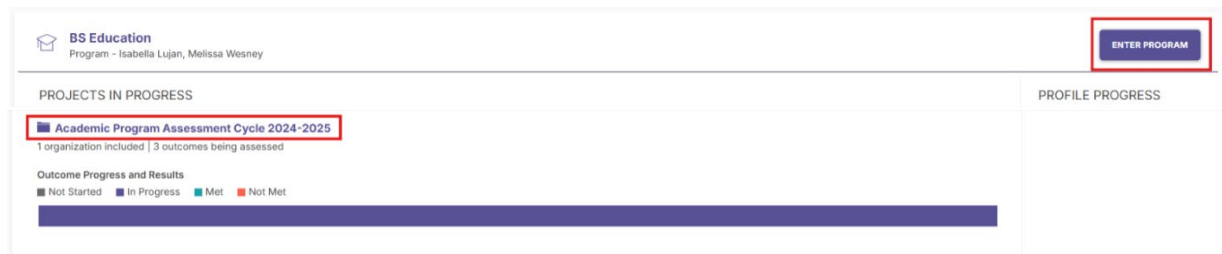
A scoring guide used to evaluate the quality of students' constructed responses. It is valued for the faculty to maintain objectivity in grading, and it is valuable for the students to understand what the standards of performance for an assignment are.

Using the Watermark Platform for Administrative Assessment Reports

Log in with Single Sign-On (SSO) at <https://srinfo.sulross.edu/ie/academic-assessment/>.
Select the Planning & Self-Study option.

Assessing a Plan

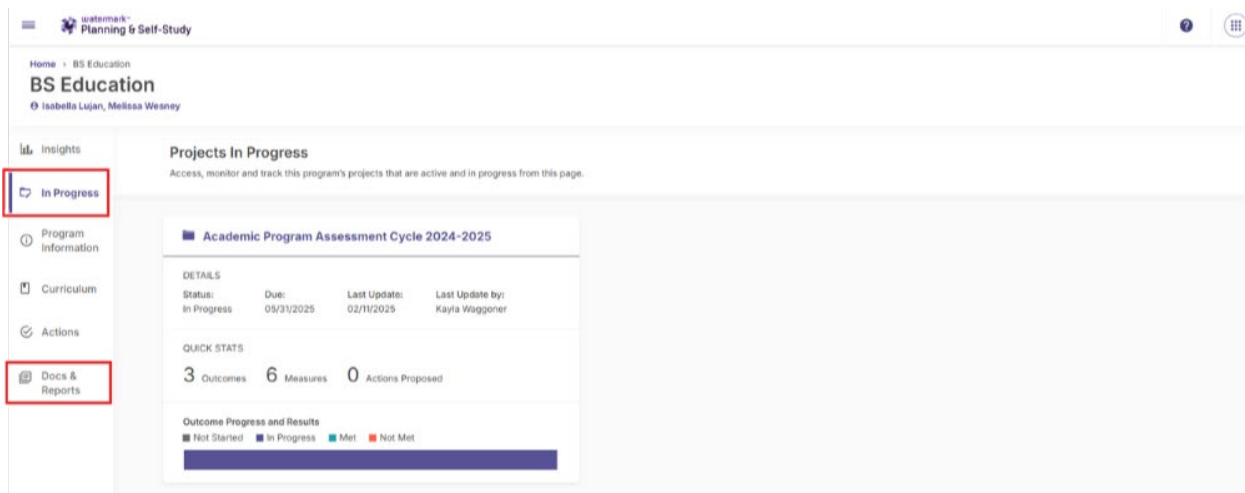
For every Program that a Coordinator is assigned to as a Lead, there will be a Program card listed on the user's home page.



The Program Card as presented on the user's home page.

The Program card presents two options for accessing the Plan.

1. On the Program card, there is a section titled "Projects in Progress". If the Plan is still open, it will be listed here, and the user can click on its name to enter it. (skip to the bottom of page 2 in this handbook)
2. Alternatively, the user can click **Enter Program** to be brought into the Programs area. From here, there will also be an **In Progress** tab on the left, under which any open Plan can be selected.



The Program area, with In Progress and Docs & Reports tabs highlighted.

Note - if the Plan has been closed, a report containing its data can be located in this area, under the **Docs & Reports tab.*

Entering Results, Findings, and Actions in an Assessment Plan

To begin, select the **Academic Assessment Cycle 2024-2025**

The screenshot shows the 'Academic Program Assessment Cycle 2024-2025' interface. At the top, the title is highlighted with a red box. Below it, the 'DETAILS' section shows the status as 'In Progress', due date as '05/31/2025', last update as '02/11/2025', and last update by 'Kayla Waggoner'. The 'QUICK STATS' section shows 3 Outcomes, 6 Measures, and 0 Actions Proposed. The 'Outcome Progress and Results' section includes a legend for Not Started (grey), In Progress (blue), Met (green), and Not Met (red), with a corresponding bar chart showing the progress.

For a new assessment cycle you will need to **Select Outcomes** that you are assessing (All should be selected unless otherwise discussed with Institutional Effectiveness).

The screenshot shows the 'MEd Educational Leadership Outcomes' selection screen. It states 'No outcomes have been selected for this program.' and features a prominent blue button labeled 'SELECT OUTCOMES' which is highlighted with a red box.

Select the Outcomes and select **Apply Selection**

The screenshot shows the 'Select Outcomes for Assessment' interface. At the top, the title 'Select Outcomes for Assessment' is visible, and a red box highlights the 'APPLY SELECTION' button. The main content area is titled 'MEd Educational Leadership' and 'Select outcomes for assessment for IE Reporting Cycle 2024-2025'. It lists 'MEd Educational Leadership Learning Outcomes (3)' with descriptions for each. The first outcome, 'SLO 1: School & Community Leadership', is selected and highlighted with a red box. The other two outcomes, 'SLO 2: Instructional Leadership-Teaching & Learning' and 'SLO 3: Human Resource Management', are not selected. A 'CREATE NEW OUTCOME' button is at the bottom.

Drop down the Outcome you wish to add results to and click the **Add Results** button for the Measure.

Academic Program Assessment Cycle 2024-2025
Reporting Year: IE Reporting Cycle 2024-2025 Plan Admin: Kayla Waggoner Due Date: 05/31/2025

BS Education

ADD/EDIT OUTCOMES ACTIONS

BS Education Learning Outcomes

Lesson Planning IN PROGRESS
2 Measures 0 0 Actions

Instructional Strategies Not Started
2 Measures 0 0 Actions

Assessing Student Learning
Students will demonstrate effective evaluative processes for assessing student learning.

Student Artifact and Guidance Review No results added.
ADD RESULTS

Pearson Pedagogy & Professional Responsibilities Exam (PPR) No results added.
ADD RESULTS

This will present a page from which the Results format can be selected.

Academic Program Assessment Cycle 2024-2025 > Lesson Plan Templates

SAVE & CLOSE

Fields marked with * are required.

Definition
Details of the measure activity

Results
Evaluation of the measure activity

Select the results format that you would like to use for this measure. You will also be able to include a summary once results have been added.

I want to upload the assessment results files

I want to enter the count of students who meet/do not meet the criteria

Collect results from another system

Findings
Analysis of the results

PAST FINDINGS


Measure Status
Current Measure Status

Please note that you may not see all of the following options, based on the type of Outcome assessed and details associated with the Measure.


Results

Evaluation of the measure activity


Select the results format that you would like to use for this measure.
You will also be able to include a summary once results have been added.



I want to upload the assessment results files



I want to enter the count of students who meet/do not meet the criteria



Collect results from another system

Please note that, while you cannot change the Results method without deleting the data that has already been collected, the Results that were entered for the chosen method can be edited at a later point. In other words, if the option to enter Counts is selected, the actual Counts themselves can be edited later on.

Results Options Explained:

- **I want to upload the assessment results files:** This will allow the user to upload a data file as evidence. *(Optional)*

If selecting, **I want to upload the assessment results files**, **Files** tab, click the **Upload New File** button. This will produce the computer's file directory, from which a single or multiple files can be selected for upload.

Results

Evaluation of the measure activity

[Change Collection Method](#)

Upload results file

FILES

SUMMARY

UPLOAD NEW FILE

▼ File Requirements

Accepted File Types: .pdf, .txt, .log, .xml, .doc, .docx, .xls, .xlsx, .ppt, .pptx, .gif, .jpg, .jpeg, .png, .csv

Maximum File Size: 100 MB

After the file(s) is uploaded, it will appear with options to download or remove it.

There is also the option of the **Summary** tab, where additional Narrative information relevant to the Results can be added. *(Required)*

The screenshot shows the 'Results' tab interface. At the top, it says 'Results' and 'Evaluation of the measure activity'. There is a link 'Change Collection Method'. Below this is a section 'Upload results file' with two tabs: 'FILES' and 'SUMMARY'. The 'SUMMARY' tab is selected and highlighted with a red box. Below the tabs is a text editor area with a toolbar containing icons for bold, italic, underline, font family, font size, bulleted list, numbered list, link, unlink, and insert link. The text editor is empty. At the bottom right of the text editor, it says 'Words : 0 Characters : 0/2000'.

- **I want to enter the count of students who meet/do not meet the criteria:**
This option allows the users to enter the number of students who met or did not meet criteria for outcome achievement, and those results will display as a data graphic. A single record of Counts can be added, or an individual Count can be documented per Course Section.

If selecting, **I want to enter the count of students who meet/do not meet the criteria**, choose how counts will be reported. If selecting “Overall counts for this measure activity” this will allow you to fill in the counts for the course associated with the measure and click **View Results**, as shown below. Files and Summaries can also be included.

The screenshot shows the 'Results' tab interface. At the top, it says 'Results' and 'Evaluation of the measure activity'. There is a link 'Change Collection Method'. Below this is a section 'Enter met/not met counts' with the text 'Select the level of detail for met/not met counts: *'. There are two radio buttons: 'Overall counts for this measure activity.' (selected) and 'Counts for each section'. Below the first radio button is the text 'If you do not have values for some of the categories, you can leave them blank.' Below this are four input fields: 'Exceeded', 'Met', 'Approaching', and 'Not Met'. Below the 'Exceeded' and 'Met' fields is the text 'Met Total:'. Below the 'Approaching' and 'Not Met' fields is the text 'Not Met Total:'. Below the second radio button is the text 'Enter counts for individual course sections, based on the term they occurred in.' Below this is a button 'VIEW RESULTS' highlighted with a red box. At the bottom of the form is a section 'Include result files and a summary of results (optional)' with two tabs: 'FILES' and 'SUMMARY'. Below the tabs is a button 'UPLOAD NEW FILE' and a link 'File Requirements'.

If selecting, “Counts for each section” within **I want to enter the count of students who meet/do not meet the criteria**, click **Enter Counts** to include counts for each section of the course associated with the measure, as shown below. Files and Summaries can also be included.

Results

Evaluation of the measure activity

Change Collection Method

Enter met/not met counts

Select the level of detail for met/not met counts:*

☐ Overall counts for this measure activity.

If you do not have values for some of the categories, you can leave them blank.

Exceeded

Met

Approaching

Not Met

Met Total:

Not Met Total:

☒ Counts for each section

Enter counts for individual course sections, based on the term they occurred in.

ENTER COUNTS

Include result files and a summary of results (optional)

FILES

SUMMARY

UPLOAD NEW FILE

File Requirements

This will present a page from which the counts can be entered for each section of the course associated with the measure.

Academic Program Assessment Cycle 2024-2025 > Lesson Plan Templates > Met/Not Met Counts

Enter Counts: Lesson Plan Templates

Course: EDUA 3303: Mthds & Matrls. for Clsm. Tea

CANCEL

SAVE RESULTS

Enter counts for each section

202520 - Spring 2025

Counts entered for 0 out of 1 section

SECTION	COUNTS
001	<div>Exceeded</div> <div>Met</div> <div>Approaching</div> <div>Not Met</div>

Two Terms: Spring 2025 - Fall 2025

No enrollment data available

202530 - Summer 2025

No enrollment data available

Two Terms: Fall 2025 - Spring 2026

No enrollment data available

- **Collect results from another system:** This option allows adding Results that were collected in Blackboard Ultra OR from additional Watermark products.
 - For information on adding Results from Blackboard, please click [HERE](#).
 - For information on adding Results from Course Evaluations & Surveys, please click [HERE](#).

Collect results from another system ×

Select how the results will be collected

Fields marked with * are required.

Select whether you would like to collect results from another system yourself, or send a request to faculty to collect and submit results.*

☐ **I want to collect results myself**

Select this option if you would like to bring in results from other Watermark products or a Learning Management System you have credentials to.

☐ **I want to send a request to faculty**

Select this option if you would like Faculty members to bring in results from a Learning Management System they have credentials to.

If selecting, **Collect results from another system**, two options will present on the right-hand side. If selecting “I want to collect results myself” click **Next**. Selecting this option will allow you to bring in results from other Watermark products or Blackboard you have credentials to.

Collect results from another system > Select Source ×

Align Results

Program: BS Education Outcome: Lesson Planning

Fields marked with * are required.

Select where your results will be coming from. Next, you can select the specific type of results you need. You will be able to filter your results later.

Source*

Select an Option ^

Blackboard Learn

Outcomes Assessment Projects

Student Learning & Licensure

Watermark Course Evaluations & General Surveys

Alternatively, if selecting “I want to send a request to faculty” from “**I want to align results from another system**”, click **Next**. Selecting this option will allow other Faculty members to bring in results from Blackboard they have credentials to. Once a course section is selected and a due date is entered click **Submit Collection Request**.

[Collect results from another system](#) > Faculty to submit results from an LMS system



Send a collection request to faculty

Fields marked with * are required.

Select the course section to collect assignment results from. This also determines what instructor(s) receive this collection request.

Course Section*

Select a course section



Don't see your course section? Contact your Admin about adding enrollment data to the system.

Instructor(s)

Instructors will populate based on enrollment data from the course section.

Due Date

mm/dd/yyyy



BACK

SUBMIT COLLECTION REQUEST

Analyzing Results with Findings

Once the Results have been documented, the next step is to enter the Findings.

The screenshot shows a web form titled "Findings" with the subtitle "Analysis of the results". In the top right corner, there is a button labeled "PAST FINDINGS". Below the title, there is a section for "Measure Status" containing a dropdown menu with the text "Select Measure Status". Underneath is an "Analysis" section, which features a rich text editor with a toolbar containing icons for bold, italic, underline, font family, font size, bulleted list, numbered list, indent, link, unlink, and undo. The editor area is currently empty. At the bottom right of the editor, it says "Words : 0 Characters : 0/2000". Below the analysis section is an "Actions" section with the text "There are no actions for this measure" and a button labeled "ADD NEW ACTION".

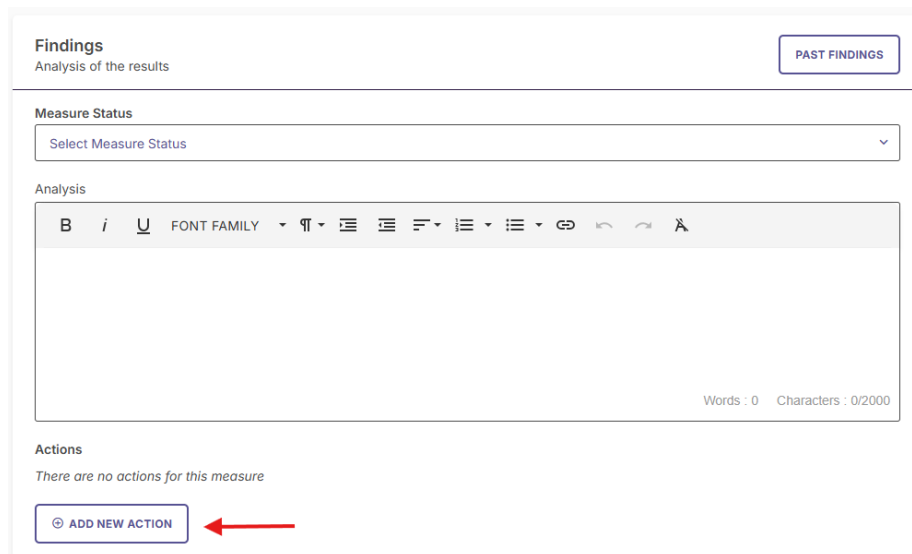
The first option in this category is to document the Measure Status for this Measure. From the dropdown menu, a user can select whether the criteria for this Measure was Met or Not Met, based on the Results.

After selecting the Measure Status, there is the option to enter a narrative Analysis, as shown in the screenshot above.

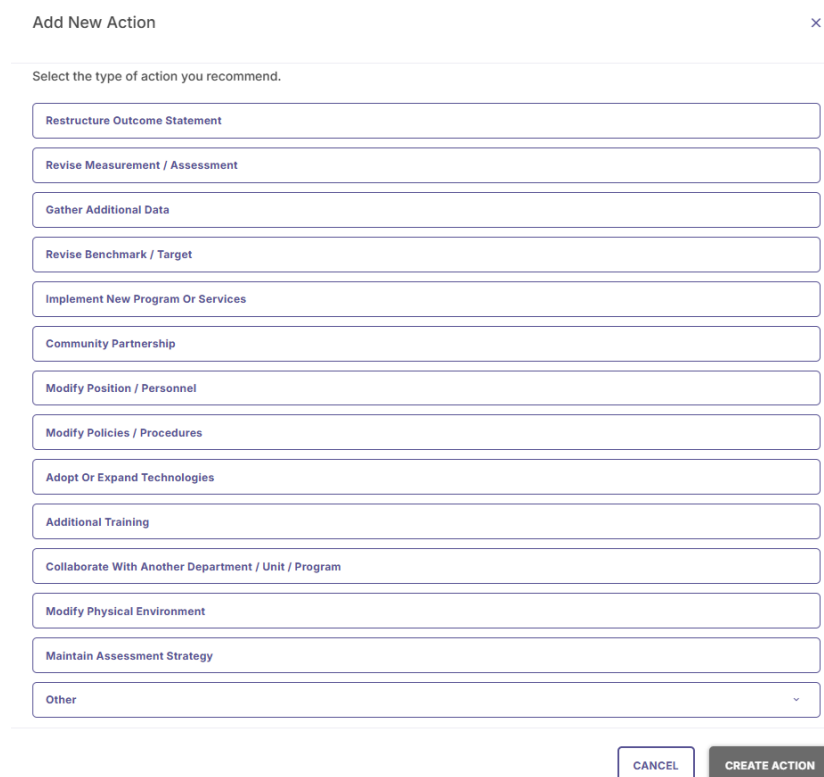
To view **Past Findings**, there would have to be previous years built out in Watermark. As of April 2025, Institutional Effectiveness has worked to import 2022 and 2023 Outcomes and Measures; however, not all previous data will be accessible to compare.

Adding Actions

Once Results and Findings have been documented, you have the opportunity to create Actions, thereby closing the loop on assessment planning. Selecting **Add Actions** under the Measure title will begin the process.



This will open the Actions panel on the right-hand side of the page, in which the user would select the type of Action they would like to document:



Once the Type is selected, the Action Status, Description, and optional Due Date can be entered.

Add New Action

Action Type

Adopt or Expand Technologies

Change Action Type

Status

Not Started

Action Description*

Describe your recommended Action

Recommended Due Date

mm/dd/yyyy

Once the Action is created, it will appear below the Findings entry area. Actions can be edited or deleted at any time by selecting either the Edit or Delete options to the right of the Action Name.

Actions

Hide completed actions

Sort By

Most Recent

▼ Revise Curriculum

Status

In Progress

Plan

Academic Program Assessment Cycle 2024-2025

Description

Work with Chair to revise curriculum

Add New Update

Once the Results, Findings, and Actions are added, select **Save & Close** in the top-right.

SAVE & CLOSE

23

Analyze Outcomes

After all Outcome's Measures have been created, and their Results, Findings, and Actions have been documented, an overall Analysis of the Outcome itself may be desired.

BS Education Learning Outcomes

Lesson Planning
Students will demonstrate effective lesson planning.

Lesson Plan Templates ⓘ
MET
ADD RESULTS

Written Reflections on Lesson Plan Ratings ⓘ
No results added.
ADD RESULTS

+
New Measure

ANALYZE OUTCOME

This will present an Outcome Analysis text entry area, as well as an Outcome Status drop-down.

The Outcome Analysis area allows for relevant Narrative to be added, while the Outcome Status drop-down is where users would select whether the institution met or did not meet the criteria called for by the Outcome.

Lastly, there will also be the opportunity to document any Actions that are not specifically tied to a Measure.

Outcome Analysis

B i U FONT FAMILY [font size] [bulleted list] [numbered list] [link] [unlink] [undo]

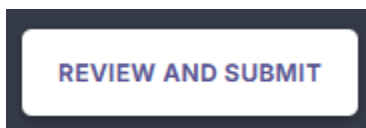
Words : 0 Characters : 0/2000

Outcome Status
Select Status ▼

General Outcome Actions
+ ADD NEW ACTION

Reviewing and Submitting

After all Outcomes are updated click **Review and Submit** in the top-right.



Review your assessment report for this Program. You can continue to edit in the outcomes workspace by clicking **Edit**. Once satisfied with all reported, click **Submit**. Once submitted, you will still be able to edit this report until it is permanently closed by Institutional Effectiveness. Submitting will allow you to comment to reviewers and tag administrators.

Academic Program Assessment Cycle 2024-2025
Reporting Year: 16 Reporting Cycle 2024-2025 Plan Admin: Kyla Waggoner Due Date: 05/31/2025

BS Education

Review Assessment Report: BS Education
Review your assessment report for this Program. You can continue to edit in the outcomes workspace by clicking "Edit". Once submitted, you will still be able to edit this report until it is permanently closed by the administrator.

ACADEMIC PROGRAM ASSESSMENT CYCLE 2024-2025
BS Education

Mission
The BS in Education Program at Sul Ross State University is designed to prepare students for a career in the field of education that culminates in successful completion of state educator certification requirements. Graduates of this program go on to be classroom teachers who apply their knowledge of human growth and development to plan instruction that utilizes multiple strategies including technology to enhance student learning and engagement. Additionally, students will possess the skills to recognize the influence of diverse social-cultural factors on student learning. Students admitted to the Teacher Education Program enroll in courses at the upper-level and take courses in curriculum development, assessment of school children, and field-based student teaching. While at the university, students experience small class sizes that permit close interaction between other classmates and their professors. Instruction at all sites is delivered through various modalities such as face-to-face, web, or teleconference. Exposure to curriculum in such a learning environment permits our students not only to partake in critical discussions of educational issues students and their families confront on a daily basis, but to develop an in-depth understanding of teaching. As one of our former students stated, "As a future educator, I must remember that teaching is not about standing in front of a podium lecturing to a class full of unengaged students. Instead, teaching should involve engaging students through well-planned activities, thoughtful discussions, and materials that challenge them to think critically and make real-world connections". The Teacher Education Program takes pride in educating students to meet the challenges of today and tomorrow.

16 Reporting Cycle 2024-2025
BS Education Learning Outcomes

Lesson Planning
Students will demonstrate effective lesson planning.

MEASURES	RESULTS	ACTIONS
Lesson Plan Templates	No results have been added.	No actions have been added.

Faculty will evaluate students' *lessonplans*

For any questions you may have, please contact the Office of Institutional Effectiveness at ie@sulross.edu or 432-837-8224.

For more Watermark Resources, visit:

[Creating an Assessment Plan](#)

[Accessing the Assessment Plan](#)

[Selecting Outcomes to Include in a Plan](#)

[Adding Measures to an Outcome](#)

[Measures - Editing, Revising, Removing, Deleting](#)

[How to Enter Results, Findings, and Actions in an Assessment Plan](#)

Support

ie@sulross.edu

Use and Navigation of the Watermark Platform

Isabella Lujan, Coordinator for Institutional Effectiveness

Isabella.lujan@sulross.edu

432-837-8224

Assessment Strategies, Report Writing, and Training

April Aultman Becker, Assistant VP for Institutional Effectiveness

April.becker@sulross.edu

432-837-8121

Works Cited

Academic Assessment & Accreditation. (2024). *Guidelines for Well-Written Student Learning Outcomes (SLOs)*. Texas Woman's University.

[https://twu.edu/media/documents/academic-assessment/Guidelines-for-Well-Written-SLOs_Updated-2024-\(3\).pdf](https://twu.edu/media/documents/academic-assessment/Guidelines-for-Well-Written-SLOs_Updated-2024-(3).pdf).

California State University, Fullerton. (nd.). *SLO Examples*. From Indiana University-Purdue University Indianapolis.

https://www.fullerton.edu/data/assessment/sla_resources/sloexamples.php.

Kuh, G.D., Ikenberry, S.O., Jankowski, N.A., Cain, T.R., Ewell, P.T., Hutchings, P., & Kinzie, J. (2014). *Using Evidence of Student Learning to Improve Higher Education*. Wiley Publishing.