

Assessment Report

The following report is designed to help you report on the assessment work present in your program. Please complete the report as fully as possible to ensure that the results will help shape future opportunities.

Report Author:

Name:

87 Number:

Email address:

Degree Program:

Name of the college in which your program is located:

Name of department in which the program is located:

Names of people contributing to the report:

Degrees offered by program:

Does your program/department have outside accreditation (beyond Higher Learning Commission)?

If so, who is the accrediting body and when is the next accreditation visit?

Context

The answers to the questions in this section help give context to your program's assessment efforts this past year.

1. Describe the questions about teaching and learning your program was trying to answer this past year through assessment.
2. Describe the ways in which assessment work from last year influenced teaching and learning this year.

Data

1. What data did your program engage with regarding the assessment of teaching and student learning? Select all the following that apply.

Direct data at the course level (ex. assignment grades, rubric scores, exam questions, etc.)

Direct data at the program level

(ex. summative assignment in course, capstone assignment, scores on nationally normed exams, graduating thesis, etc.)

Indirect data at the course level (ex. end of course survey, DFIW rates)

Indirect data at the program level (ex. exit or alumni surveys, retention rates, number of majors, placement rates)

Other, not listed.

Please explain.

2. Please describe any insights you gleaned from the data you analyzed for answering your questions regarding teaching and learning for your program.
3. Please describe any new questions that arose from your analysis of the data.

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Dialogue

1. What assessment activities did your department members participated at least once during the past academic year? Select all the following that apply.

Departmental assessment meeting

(Scheduled meeting to discuss assessment, department assessment team meeting)

If so, how many meetings occurred?

Assessment consultation with the Director of Academic Assessment

Assessment training (attend a workshop from Office of Teaching and Learning or from conference)

If so, what training?

Informal assessment discussion regarding a course or program between two or more people.

Individual assessment of course(s) by a faculty member

Other, not listed. Please explain.

Discernment

1. Please describe how your program's assessment data and dialogue contributed to answering the questions your program focused on this past year. Please be as specific as possible with examples.

Diligence

1. What is the specific plan to implement the results for this coming year? What time frame does the department have and who will be responsible to implement each part of the plan?
2. What resources will the members of the program need to implement the steps from this year's plan?

Documentation

Please upload at least one form of documentation of the assessment work this year.

Examples of possible documentation: Mastery Grade Reports from Canvas, Assessment Meeting Notes, Assignment Revision and Notes, Student Survey Data, etc.

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1. Director of Academic Assessment (Office of Teaching and Learning) Feedback:

Rubric for Faculty Reflection on Assessment						
Code	Name	Description	No Evidence	Entry	Emerging	Enhancing
D.1	Data	The faculty of the program collected meaningful data throughout the year that was clearly aligned with the specific outcomes being assessed	No evidence of data collected or presented for the purpose of analyzing student learning	Evidence that data related to student learning was collected	Evidence that data was collected and analyzed	Clear narrative of how multiple people engaged in collecting and analyzing more than one piece of data related to student learning.
D.2	Dialogue	The faculty of the program engaged in meaningful dialogue about assessment	No evidence in the report the program engaged in meaningful dialogue during the year regarding any assessment measures	Evidence of one meaningful conversation related to assessment measures related to student learning in the past year	More than one meaningful discussion occurred about student learning as it relates to the program outcomes	Clear narrative of how multiple people engaged in multiple meaningful discussions about student learning
D.3	Discernment	The faculty of the program reported how their assessment work helped inform decisions about the future of the program	There was no indication that the faculty made any decisions based on their assessment process	Evidence of the year's assessment work informing programmatic decisions	More than one piece of evidence of how the assessment work informed programmatic decisions	Clear narrative of how multiple people were involved in making informed programmatic decisions in alignment with their mission and values.
D.4	Diligence	The faculty reported a plan for implementing changes that will be made regarding student learning	There is no evidence of a plan to implement any decisions from the discernment step in the assessment work	A reported outline for implementing a programmatic decision in the next year	A clear plan for implementing programmatic decisions with an accountability structure to ensure implementation	A clear narrative for implementing programmatic decisions with clear accountability structure involving multiple people to ensure implementation.