

Annual Assessment Report
DUE NO LATER THAN OCTOBER 30, 2011

Directions and List of Supporting Materials:

In three-five pages, complete the following: Describe steps program faculty took to assess at least one student learning outcome in the last year; and describe how the assessment findings have led to (or are leading to) changes or improvements to the program.

- Below is a template for the report,
- On the next page is a worksheet to help you through the process.
- A scoring rubric is included to show you how the report will be evaluated by a “peer-review” team.
- The last page is a flow chart providing an overview of the entire assessment process.
- Please contact Peggy Liggitt, Director of Academic Assessment, if you have questions or seek assistance: 487-8288; Peggy.Liggitt@emich.edu.
- Electronic copies of this document and other assessment materials can be found at www.tinyurl.com/emuassess.

Report Outline

Title Page: Annual Program Assessment Report

Degree Program	
Department/School	
College	
Academic Year	
Report Submitted by	
Phone/email	
Date Submitted	

Abstract: 100 word summary (for the Academic Review and Continuous Improvement database).

<p>List the student learning outcome and summary of assessment findings and planned changes for the program based on assessment findings.</p>

Narrative (Note: below are the sections that should be included in the narrative.)

1. Overview of the planned assessment activities for the 2010-2011 Academic Year.

- 1.1. Student Learning Outcome(s) assessed for the academic year.
- 1.2. Brief rationale for the Student Learning Outcome(s).

2. Process for Assessing Student Learning Outcomes: Evaluating Student Work/Performance.

- 2.1. Describe how the assessment(s) plan was implemented (including which courses, number of sections, and number of instructors).
- 2.2. Explain how student work/performance was evaluated over time:
(1) using individual instructor's grading criteria or rubrics followed by the instructor's report on rubric scores or lists of strengths and weaknesses in his/her students' work,

OR,

(2) engaging faculty in reading students' work from across-program courses using a common criteria or common rubric to score student work in a given program. The readers then submit a table of rubric scores or summaries of strengths and weaknesses in student work as a whole.

3. Collecting and Analyzing Student Work/Performance

- 3.1. Provide aggregated results and a description summarizing how the program collects, aggregates and analyzes information from (1) individual instructor's reports (or rubric scores) OR from (2) summarized information by faculty readers.

4. Conclusions and Additional Findings

- 4.1. Explain how factors affecting student learning are identified, including additional investigations (e.g., literature review or your own analysis of other relevant factors).

5. Use of assessment results to improve the program.

- 5.1. Describe how the findings from assessments have helped shape, change, or improve the program.
- 5.2. Fill out the Program Improvements Worksheet

6. Internal Dissemination of results, conclusions, discoveries, and improvements.

- 6.1. Describe how assessment and improvement action plans are agreed upon by program faculty.
- 6.2. Explain how assessment information and findings are disseminated within and outside the department/school.

7. Appendices

- 7.1. Rubric or scoring guides for the assessments used for the outcome(s) measured
- 7.2. Other important materials/documentation

Program Improvements Worksheet

Use the space below to guide you for analyzing the information you designed and collected toward assessing student learning outcomes selected by the program. Listed below are **EXAMPLES** of the improvements over the past years that may have resulted from assessment findings. Please use these items to indicate changes implemented (or planned changes) based on your assessment study. If you have other suggested items, include those in the "Other" sections.

I. Student Learning Outcome(s) Assessed for the Academic Year

	Outcome	Brief Rationale in why this outcome was selected for the program.
1		
2		
3		

II. Changes to the Assessment Plan:

Possible Changes or Improvements that may have resulted	Details for each checked item:	Changes Planned	Changes In progress
Revising Student Learning Outcome(s)			
Revising/Updating Curriculum Map			
Revising Measurement Approach(es)			
Collecting/Analyzing Additional Data/Info			
Changing Method(s) of Data Collection			
Changing Timetable for Data collection			
Other Planned change(s)			

III. Changes to Academic Processes:

	Details for each checked item:	Changes Planned	Changes In progress
Modifying Frequency or Schedule of class offerings			
Making Technological Related Improvements			
Making Personnel Related Changes			
Implement Additional Training			
Revising Advising Standards or Processes			
Revising Program Admissions Criteria			
Other Implemented/planned changes			

IV. Changes to Curriculum

	Details for each checked item:	Changes Planned	Changes In progress
Revising and/or Enforce Prerequisites			
Revising Course Sequence			
Revising Course Content			
Adding Course(s)			
Deleting Course(s)			
Changing Course(s) delivery			
Other implemented/planned changes			

Assessment Report Rubric

(Criteria adapted from Walvoord's *Assessment Clear and Simple* (2010)—see chapter one, which is included in the packet on continuous improvement).

Assessment Report Item	Met	Partially Met	Not Met
<p>1. Overview: Student Learning Outcome(s) and rationale: List at least one program outcome and rationale for the SLO.</p>	Outcome(s) and rationale is clearly described.	Outcome and rationale is described, but lacks clarity and specific detail.	Outcome and rationale is inadequately described or missing.
<p>2. Process for Assessing Student Learning Outcomes: Evaluating Student Work Explain how student work/performance is evaluated over time. This will be achieved <i>either</i> by (1) using individual instructor's grading criteria or rubrics followed by the instructor's report on rubric scores or lists of strengths and weaknesses in his/her students' work, <u>OR</u>, (2) engaging faculty in reading students' work from across-program courses using a common criteria or common rubric to score student work in a given program. The readers then submit a table of rubric scores or summaries of strengths and weaknesses in student work as a whole.</p>	Explanation of how student work/performance is evaluated over time is described and provides clear details about instructor or faculty readers' grading and reporting.	Explanation of how student work/performance is evaluated over time is apparent but lacks clarity and specific details about the process of grading and reporting.	Explanation of how student work/performance is evaluated over time is inadequately presented and lacks clarity or is missing details about grading and reporting.
<p>3. Collecting and Analyzing Student Work/Performance: Provide aggregated results and a description summarizing how the program collects, aggregates and analyzes information from (1) individual instructor's reports (or rubric scores) <u>OR</u> from (2) summarized information by faculty readers.</p>	The summary of aggregated results and description of how the program aggregates and analyzes individual instructor or faculty reader's summaries is thorough and clear.	The summary of aggregated results and description of how the program aggregates and analyzes individual instructor or faculty reader's summaries is lacks some details and clear.	The summary of aggregated results and description of how the program aggregates and analyzes individual instructor or faculty reader's summaries is unclear or missing.
<p>4. Conclusions and Additional Findings. Describe and explain how factors affecting student learning are identified, including additional investigations (e.g., literature review or your own analysis of other relevant factors).</p>	The explanation is clear and includes details about how factors affecting student learning are identified.	The explanation lacks clarity in how factors affecting student learning are identified.	The explanation is unclear or missing details in how factors affecting student learning are identified.
<p>5. Use of Assessment Findings to Shape, Change and Improve Program Describe a plan for action and examination of whether the action is achieving effective improvements.</p>	A detailed action plan for improving student learning is described and how the action plan will be evaluated for its effectiveness.	An action plan for improving student learning is present, but lacks details in how the action plan will be evaluated for its effectiveness.	An action plan for improving student learning is unclear or missing, or lacks details in how the action plan will be evaluated for its effectiveness.
<p>6. Internal Dissemination and Concurrence Among Instructors. Describe how assessment and improvement action plans are agreed upon and disseminated within and outside the department.</p>	The explanation is clear and detailed about how assessment and action plan information is agreed upon and disseminated.	The explanation includes some details about how assessment and action plan information is agreed upon and disseminated.	The explanation is unclear and lacks details about how assessment and action plan information is agreed upon and disseminated.

Plan for Assessment of Student Learning*
Eastern Michigan University: Division of Academic Affairs

1. Generate Program-Level Student Learning Outcomes:

At the end of the program, students will be able to <<action verb>> <<something>>.

2. Identify Learning Activities Associated with Program Outcomes:

Describe what student performance of an outcome looks like. Identify learning activities, or create them if none exist, to provide opportunities for students to move closer toward mastery of the program's outcomes. How well a student performs on a particular outcome can be demonstrated through a learning object (or artifact). For example, exam questions, projects, research papers, presentations, portfolios, exhibitions directly offer evidence regarding students' performance in relation to a particular outcome. Some type of "assessment instrument" to evaluate how well students master the learning activity accompanies the learning object, such as, a scoring guideline, rubric, or answer key.

3. Curriculum Mapping:

Identify courses spanning the curriculum that provide learning opportunities for students to achieve program outcomes. Students do not master an outcome with one or two experiences; they need multiple opportunities from the beginning to the end of their program, with increasing difficulty and challenge as they developmentally advance.

4. Capture Student Performance of Outcomes:

Collect information about student work from learning objects (artifacts) associated with particular program outcomes, so you can learn about students' progress with those outcomes. How you learn about student performance depends on the kinds of artifacts you collect. For instance, if you test students on important concepts, you might look at their test scores. Alternatively, if you ask students to create a performance, write a report, etc. , you might use those. Whatever you choose, make sure that:

- a) It represents learning outcomes that are important for the your discipline;
- b) You have a way to assess the artifacts that you collect. If you're looking at test scores, you have the scores themselves. However, if you're looking at something like a paper, portfolio, or performance, you will need to create a method to analyze these artifacts.

It is not necessary to collect data in every course every semester. For each program outcome, it is reasonable to collect 3-5 scores over the number of years a student is in the program – documenting that students have multiple opportunities that bring them closer to "mastering" each outcome.

5. Interpret Data:

Analyze trends and patterns in student performance to determine to what extent students are achieving program outcomes. What do you see that could be improved upon with regard to students learning these outcomes?

6. Take Action to Improve Your Program:

If students are not meeting your program outcomes to the extent or manner in which you have intended, what changes in the program need to be made? Implement an improvement plan, such actions might include, but are not limited to: improving advising, implementing prerequisites, changing the curriculum, mentoring faculty for improving instructional delivery or revising learning activities and objects, acquiring different or updated program resources and technologies, creating community partnerships. Repeat steps 4 - 6 as necessary.

7. Share Your Progress with Program Stakeholders:

Our internal and external communities want to know to what extent students are learning and mastering the content, skills, and attitudes of the disciplines that constitute your programs.

8. Revisit, Revise, Repeat steps of this process as often as necessary to improve student learning.

**Although this looks like a clean and regimented process written here as text, it is really a much more fluid and, at times, even "messy" process. Within this framework, every program must create an assessment system that works for them, and it is understood this system will look a little different from program to program. To create such a system requires meaningful dialog and collaboration, identification and prioritization of our educational values, and the understanding and patience that this is a dynamic and human process.*