Instructions: Writing Your Program Assessment Report

This document gives instructions on how to report on the findings from your program assessment project. If you have any questions about completing this

Sections I and II are to be completed at the beginning of the academic year, to assist in planning your assessment work for the year. Section III is to be completed after the assessment has taken place.

Section I: Basic Information

Academic Year: AY 2020-21
Department Name: Enter program name.
Assessment Liaison Email: Enter text.
Department Chair: Enter name of Department Chair

Section II: Learning Outcomes Alignment

Program Learning Outcome (PLO) Assessed: Enter the Program Learning Outcome being assessed

Use the table below to indicate which courses are being assessed and how they align with the Program Learning Outcome being assessed this year. (You should have one row on the table for each Course being assessed this year.

Program Learning Outcome	Course	Course Learning Outcome

Use this table to identify which courses will be involved in the assessment process and align your Course Learning Outcomes (CLOs) with the Program Learning Outcomes (PLOs).

Describe or attach what students do that is assessed for the LO:

e.g., description of an assignment, instructions given to students, discussion board prompts, exam questions, etc. Indicate if each course section used the same assignment or if not, the criteria for selecting appropriate assignments. If sections used different assessments, be sure to include descriptions of assessments used by each section. If preferable, feel free to include assignments separately as attachment.

Use this section to think through the logistics of the assessment plan: identify assignments or exam questions that will be included. If there are multiple sections of the same course, the sections will ideally have a common assignment and/or rubric, but if there is no consensus each instructor should submit the assignment details here.

Describe how the measure is assessed and data are analyzed:

e.g., who conducts the assessment, how the data is collected and analyzed, etc. Attach or include any rubrics or rating scales used. Be sure to indicate if the same rubric was used by all course sections and, if more than one rubric was used, to include all rubrics.

If you have a rubric, rating scale, or questionnaire, you may wish to submit them separately, but please include a brief description here.

Section III: Results and Next Steps

Results:

      Total Number Assessed: Enter number of students assessed.

      Number Meeting Satisfactory Performance: Enter number of students who meet the requirements for satisfactory performance as determined by the department.

      Benchmark (if applicable): If your department has set benchmarks for the learning outcome, enter it here.

In order to get a birds-eye view of student learning in the program, it is suggested that each program report on the number of students who were assessed and the number of students who achieved "satisfactory" performance on the PLO being studied.

The definition of "satisfactory" performance will differ based on the methods of assessment used, and it is at the discretion of the program to decide how to define "satisfactory" performance in that LO. Depending on your assessment type, satisfactory may be defined as:

1) Correctly answering a certain percent of exam questions selected for assessment of the target LO
2) Receiving a satisfactory or above rating on a rubric criterion that aligns with the target LO OR receiving all satisfactory or above ratings on multiple rubric criteria that align with the target LO
3) Being rated as "satisfactory" by the course instructor with regards to their demonstration of competence on the target LO on an assignment.

There are a few measures that should NOT be used when determining whether a student has met satisfactory performance standards on the target LO.

1) Their overall course grade.
2) Their overall assignment grade, UNLESS the assignment is being graded solely on the students' demonstration of the target LO
3) The instructor's holistic assessment of a student's performance over the course of the semester.

If your program has benchmarks that set a goal for the desired percent of students in the program who meet the PLO, please share those as well. (Keep in mind that if a program has not yet reached its benchmark that is not an indication of failure, but of the program's interest in continual improvement!)

Please note that this information will not be used to single out or compare programs, but to be used in aggregate to better understand the strengths and areas for development of our students as a whole. These results will be used to help the school know where to target its efforts and resources in developing our students' Gen Ed skills. Your critical evaluation of student performance is crucial to this work.

(Optional) Narrative/Qualitative Findings:

Use this section to provide an overview of your qualitative findings or an overall narrative describing students' achievement of the learning outcome. This can include formal or informal input from

instructors, reflections on specific strengths and weaknesses noticed in student work, or any other information that can describe the current state of performance of the student learning outcome.

This section is for you to provide more context, details, discussions, and additional information from your assessment. Additional information may include:

- A detailed breakdown of the results by criterion (if you used a rubric with multiple criteria)
- Results disaggregated by gender or ethnicity
- An analysis of instructor comments on student work
- Instructors' evaluations of students' progress over time

Overall Assessment Summary:

Based on the results given above and any additional input or review from departmental faculty, provide an overall summary of the assessment process. Be sure to include any thoughts on the assessment artifacts or assessment process that may influence interpretation of the results.

In this section you will provide an overall summary of the findings, combining the quantitative data with any additional qualitative analysis. This section can also include, if applicable, comments on the assessment measures themselves, particularly any concerning the suitability of the rubrics, assignments, or process for assessing the target LO.

Next Steps:

What next steps will your program take to move forward on the results found? E.g., changes to a course or program curriculum, additional support to students, redesign of student assignments or instructions, etc. Be sure to include resources and a timeline as applicable.

 After the results have been compiled, consider what next steps you wish to take as a result of the assessment findings. If the students are not meeting the level of achievement desired by the program, this may include:

- Making changes to the assessment or other assignments in the course to ensure that they have proper alignment with the target LO
- Adding additional modules or instructional opportunities for students to develop their skills
- Providing additional support for students in the LO.

If students are achieving at the desired level, next steps may include develop a plan for continued monitoring of student progress or opportunities to engage students at a higher level.