

Academic Program Annual Assessment Report

Directions: The Annual Assessment Report covers the assessment actions, data and events that occurred in the academic year since the last annual report and changes in elements of the program assessment plan as you look forward to the next academic year. These reports allow departments and programs to provide updates to their Dean, the VP for Academics and the IR/Assessment Office on how their assessment plans are being implemented and also cover the requirements for re-accreditation with SACS Commission on Colleges.¹

The following template has been created to facilitate the development of these reports. Sections of discipline-specific accreditation documents (e.g., NCATE, ACBSP, NASM, CAATE) related to the assessment of student learning may be used within this Annual Report; however, the following points do need to be addressed explicitly. Departments/programs are asked to choose 2-3 Student Learning Outcomes (SLOs) to assess per academic year. For each SLO, please include the following:

- Define: What are the students expected to learn in the degree program? Why are we picking this outcome?
- Measure: What forms of evidence were gathered to assess the extent to which students learned? Did we utilize at least one direct measure/tool for each SLO?
- Analyze: What were the results of the measurement? Are we accomplishing the SLO?
- Improve: How has the evidence or information gathered through assessment been used to improve student learning?
 - What improvement initiatives (action steps) were undertaken as a product of the information gathered from assessment? Describe the PROCESS in detail.
 - What budgetary resources were allocated to these initiatives?
- How will you assess the extent to which improvement initiatives have been successful? THIS BECOMES THE MEASUREMENT FOR NEXT YEAR'S ASSESSMENT.

Two suggested report formats are provided in this template: narrative and tabular. Either one of these formats (or a combination) can be used.

- **Narrative:** Series of open-ended questions where responses can be inserted directly after each question.
- **Tabular:** Series of open-ended questions are listed as rows and each learning outcome is a column. Responses for each learning outcome are entered into the cells of the table.

¹ From Southern Association of Colleges and Schools Commission on Colleges (2011), "The Principles of Accreditation: Foundations for Quality Enhancement."

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

Narrative Format

Academic year: (enter most recently completed aca yr., e.g. 2011-2012)

Department/Program:

Degree program(s):

Person(s) preparing report:

Date submitted:

1. List the student learning outcomes (SLOs) that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the piloting of assessment measures. Describe why these were chosen.
2. For each learning outcome, describe a) the measures used (at least one direct measure² must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered.
3. Describe the results of the assessment. (What do they tell you about student learning in general and mastery of measured SLOs in particular? What did you learn about strengths and weaknesses of your program?)
4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were needed.
5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results. Describe the process in detail. Be sure to include budgetary resources that were allocated to these actions/initiatives.
6. ***Given the assessment activities and results to date, describe your assessment plans for the next academic year. Will you continue to assess the same SLO? Which new SLOs will you choose to assess? Why?***

² Direct measures include: Comprehensive exams, writing proficiency exams, national exams assessing subject matter knowledge, such as MFT), certification or licensure exams, locally developed pre-test/post-test for mastery of knowledge, performance assessment [rubric] for graduating seniors (i.e., recitals, art exhibits, science projects, etc.), senior thesis or major project [rubric], portfolio evaluation [rubric] containing representative examples of students' work.

Indirect measures include:

Peer institution comparisons, employer surveys, graduate school acceptance rates, graduate school performance, student graduation/retention rates, exit interviews, student course evaluations, internship evaluations, focus group discussions, alumni surveys (both satisfaction and achievement), curriculum analysis.

Tabular Format

Academic year: (enter most recently completed aca yr., e.g. 2011-2012)

Department/Program:

Degree program(s):

Person(s) preparing report:

Date submitted:

Objectives to be Addressed	SLO(s) Assessed in the Academic Year		
1. List the student learning outcomes (SLOs) that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the piloting of assessment measures. Describe why these were chosen.	1.	2.	3.
2. For each learning outcome, describe a) the measures used (at least one direct measure ³ must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered.			
3. Describe the results of the assessment. (What do they tell you about student learning in general and mastery of measured SLOs in particular? What did you learn about strengths and weaknesses of your program?)			

³ Direct measures include: Comprehensive exams, writing proficiency exams, national exams assessing subject matter knowledge, such as MFT), certification or licensure exams, locally developed pre-test/post-test for mastery of knowledge, performance assessment [rubric] for graduating seniors (i.e., recitals, art exhibits, science projects, etc.), senior thesis or major project [rubric], portfolio evaluation [rubric] containing representative examples of students' work.

Indirect measures include:

Peer institution comparisons, employer surveys, graduate school acceptance rates, graduate school performance, student graduation/retention rates, exit interviews, student course evaluations, internship evaluations, focus group discussions, alumni surveys (both satisfaction and achievement), curriculum analysis.

<p>4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were needed.</p>			
<p>5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results. Describe the process in detail. Be sure to include budgetary resources that were allocated to these actions/initiatives.</p>			
<p>6. <i>Given the assessment activities and results to date, describe your assessment plans for the next academic year. Will you continue to assess the same SLO? Which new SLOs will you choose to assess? Why?</i></p>			

Evaluative Rubric for Annual Assessment Reports

Assessment Outcomes	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
Pre-Report				
Departments will...				
<i>Identify institutional goals that pertain to the goals/objectives of the Department.</i>	Identified all applicable institutional goals (2 or more).	Identified one pertinent institutional goal.	No institutional goals identified.	
<i>Develop a list of 4-10 Student Learning Outcomes (SLOs) for each degree program.</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed. (Or too many were listed – more than 10.)	
ANNUAL REPORT				
Departments will...				
<i>Annually select 2-3 Student Learning Outcomes (SLOSs) from their programmatic list to assess.</i>	2-3 SLOs selected from programmatic list.	One SLO identified from programmatic list OR 2-3 SLOs listed, but not pulled from programmatic list.	No SLOs identified.	
<i>Identify and discuss at least one direct assessment method/measure for each SLO.</i>	At least one direct measure was used, identified, and discussed for each SLO, including participants involved for each measure and setting and timeframe in which measures were administered.	At least one direct measure was used and identified, but was not adequately discussed.	Measures were not used or developed OR only indirect measures were used.	

<p><i>Describe the results for each measure.</i></p>	<p>Results were described for each measurement of each SLO that was assessed.</p>	<p>Results were described for a sub-set of the SLOs assessed or results were given but not described.</p>	<p>Results were not described for the SLOs that were to be assessed.</p>	
<p><i>Describe the actions or revisions implemented based on assessment results.</i></p>	<p>Specific actions or revisions implemented based on assessment results, including budgetary allocations, were described.</p>	<p>Specific actions or revisions were suggested but the report on implementation was incomplete or unclear.</p>	<p>There were no specific actions or revisions described.</p>	
<p><i>Describe plans for the coming academic year, including any significant changes to degree program SLOs or to the general assessment strategy.</i></p>	<p><i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i></p>	<p><i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i></p>	<p><i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i></p>	

**Feedback on Annual Report from the
Office of Institutional Research and Assessment**

Degree Program: _____ Date: _____

Department: _____ College: _____

Report (*most recently completed aca yr.*) **status: approved /revise and resubmit**

Strengths of report and progress on assessment loop:

Concerns/Questions:

Suggestions for future reports or assessment approaches:

Other comments:

Guiding Questions

1. **Assesses student learning?**
 - **Were SLOs identified & measured?**
 - **Process/methodology lead to clear data on target SLO(s)?**
2. **Clearly leads to Improvement?**
 - **Did process lead to improvement conversations?**
 - **Was the improvement carried out & measured?**
3. **Make sense?**
 - **Doable/Sustainable?**
 - **Do pieces align?**