**Program Assessment Report**

**A How-To-Guide**

**Questions to consider when developing your assessment plan**

1. What do you want students to learn?
2. What did students learn?
3. What learning gaps remain?
4. How might students have been better prepared for your courses?

**Department Mission Statement**

*What is a Mission Statement?*

A Department/Program mission statement is a concise statement of general values and principles which guide the curriculum. The mission should be consistent with the Universities mission and goals. It answers the questions of what is to be done and why. It is concise, outcome-oriented, and inclusive.

*Where can I find my department’s mission statement?*

Most mission statements can be found in the catalog. If you are unable to locate your mission statement please contact the Director of Academic Assessment and Effectiveness.

**Program Learning Outcomes**

List your program learning outcomes for the major. You only need to pick **one** outcome to measure.

**Assessment Methods**

*Direct vs. Indirect Assessment*

* Direct Assessment involves looking at actual samples of student work produced in our programs. These include capstone projects, senior theses, exhibits or performances.
* Indirect Assessment is gathering information through means other than looking at actual samples of student work. These include surveys, exit interviews, and focus groups.

Each assessment serves a particular purpose. Indirect measures can give us information quickly, but may not provide real evidence of student learning. Students may think that they learned well or say that they did, but that does not mean that their perceptions are correct. Direct Assessment should **ALWAYS** be used in the report, and Indirect Assessment can be used as a supplement.

*Description*

Describe what type of assessment method you used (direct/indirect; capstone project, Major Field Test, performance) and how you employed it.

*Courses*

Specify the course or courses where students demonstrated the outcomes (if applicable) and the assignment(s) that you used for assessment purposes.

*Mastery*

Describe how you scored students’ level of mastery of the outcomes. For example, did you use a rubric, rating scale or answer key, or was it scored by a testing company? **If you used a rubric, rating scale, or other self-designed rating, be sure to include the instrument as an appendix.** Who did the scoring? One or more persons?

*Target*

Describe your target for success. For example, 80% of students will receive a B or better on the capstone project. Maybe 80% received a B, but your rubric reveals they are scoring low in one section. This allows the instructor to not only evaluate the class, but also individual learning.

**Evidence**

After analyzing your data, present a summary of the data. This type of data is easier to visualize in a table where you can indicate what any numbers represent (e.g., means? medians?). If you use Canvas, you can export your data and share it in the appendices. Data, qualitative or quantitative, allows us to use evidence-based decision making as a catalyst for change.

**Closing the Loop**

*Results*

Explain briefly how you will make improvements based upon the assessment findings (e.g., changes to the assessment plan, changes to the curriculum, other changes to the program or unit, such as changes in technology, personnel, admission criteria, frequency of course offerings, advising). You’re results may also show satisfaction and you’re next steps may be to monitor current success.

*Action Items*

Having a post-assessment strategy will place you ahead for the next academic year and help you “close the loop”. Include 3-5 action items that will be implemented based on the results of this report. If you are satisfied with your assessment results, make plans for your next assessment. If you plan to implement a change, make sure to follow-up on that change.

**Ideas To Consider:**

*Transparency*- How can you tell your story?

Does your program communicate and/or share assessment results with internal and external stakeholders (current students, alumni, faculty, staff, other university stakeholders; potential students, employers, or other community members or organizations)? If so, how?

* Internal stakeholders- collaborating with department faculty (feedback/input), website (student highlights), newsletter
* External stakeholders-websites, recruitment materials, alumni newsletter.
* *If this is something new to the department, make an appointment with the Director of Academic Assessment and Effectiveness to help strategize the transparency of your assessment.*