

Academic Program Assessment Feedback 2015-2016

Program:

Report Author:

Looking Back on 2014-15 Assessment Work

Rate how well the program applied the 2014-15 assessment data. This should include a) summarized what the program is learning about student learning as a result of assessment; b) discussed any changes made in response to last year's assessment findings to maintain or improve program quality; c) identified if and when the program faculty met to discuss the assessment findings, and d) discussed how they responded to last year's feedback from the assessment committee.

| No Information Provided | Weak | Sufficient | Exemplary |
|--|--|--|-------------------------------|
| Fails to address any of the items identified in the category description | Tangentially addresses the issue or does so in a very limited way. Minimal detail or vague descriptions. | Meets the category description and incorporates appropriate materials in support of the relevant area. | Exceeds category requirements |
| Reviewer's Comments | | | |

Objectives/Goal/Competency

Are the objectives clearly stated and measurable? Are the objectives related to student learning? Is there an indication of which university-wide goal(s) and objective(s) corresponds to the program objectives?

| | No Objective Stated | Weak Objectives | Strong Objectives |
|----------------------------|--|--|--|
| Objectives Assessed | Fails to address any of the items identified in the category description | Tangentially addresses the issue or does so in a very limited way. Minimal detail or vague descriptions. | Meets the category description and incorporates appropriate materials in support of the relevant area. |
| #1 | | | |
| #2 | | | |
| Reviewer's Comments: | | | |

Methods

It is clear from who and when the data are being collected for each objective. Method selected is well suited for the objective. Tools are described, linked to the relevant objective, and attached to the report

| | No Methodology | Weak Methodology | Sufficient Methodology | Exemplary Methodology |
|----------------------------|--|--|--|-------------------------------|
| Objectives Assessed | Fails to address any of the items identified in the category description | Tangentially addresses the issue or does so in a very limited way. No rubric or standard by which the topic is being assessed; minimal detail or vague descriptions. | Meets the category description and incorporates appropriate materials in support of the relevant area. Rubrics are well-designed with descriptive categories for each evaluation level | Exceeds category requirements |
| #1 | | | | |
| #2 | | | | |
| Reviewer's Comments: | | | | |

Results

Results are clearly described, organized, and linked to objectives. Tables, graphs are included and comparisons are made to previous years when applicable. Results are used to describe and interpret student learning

| | No Results | Weak Discussion of Results | Sufficient Discussion of Results | Exemplary Discussion of Results |
|----------------------------|--|---|--|---------------------------------|
| Objectives Assessed | Fails to address any of the items identified in the category description | Tangentially addresses assessment results or does so in a very limited way. Minimal detail or vague descriptions. | Meets the category description and incorporates appropriate materials in support of the relevant area. | Exceeds category requirements |
| #1 | | | | |
| #2 | | | | |
| Reviewer's Comments: | | | | |

Application of Results

Describes how the data will be used to improve program quality. This might include improvements in rubrics, additional sources of data for next year, or changes to the curriculum.

| | No Application | Weak Application | Sufficient Application | Exemplary Application |
|----------------------------|--|--|---------------------------------|-------------------------------|
| Objectives Assessed | Fails to address any of the items identified in the category description | Tangentially addresses the issue or does so in a very limited way. | Meets the category description. | Exceeds category requirements |
| #1 | | | | |
| #2 | | | | |
| Reviewer's Comments: | | | | |

Points for Discussion/Consideration: