

## Academic Program Assessment: 2015-2016

- ❖ You will continue to provide information on student learning within your program courses, for at least two program objectives, each year via the annual Academic Program Assessment report. Your 2014-15 assessment report and feedback report will provide guidance on patterns or findings that merit further attention.
- ❖ When you have a smaller number of student majors you should supplement your assessment process by assessing student learning for all students enrolled in a course(s) within your program.
- ❖ The annual Academic Program Assessment report for undergraduate programs is due **Monday July 15<sup>th</sup>, 2016**.
- ❖ Send electronic copy to **Edy Parsons at [eparsons@mtmercy.edu](mailto:eparsons@mtmercy.edu)**.

# Academic Program Assessment

## What is the Story for 2015-2016?

**PROGRAM:**

**PROGRAM COORDINATOR/AUTHOR:**

### 1. How did you apply last year's findings (2014-15)?

- a) Summarize what your program is finding out about student learning as a result of assessment.
- b) Discuss any changes that were made in response to last year's assessment findings regarding student learning to improve or maintain program quality.
- c) Indicate if and when the faculty in the program met to discuss the assessment findings.
- d) Finally, looking back on last year's feedback from the assessment committee describe any changes that were made in response to that information.

### 2. What did you learn this year (Part 1)?

- a) State **one objective**/goal/competency that was assessed this year. Be sure to indicate your objective rotation schedule to confirm that you are rotating through all program objectives. Identify which university-wide goal and objective corresponds to the program objective, or note if there is no match. See list of university objectives at the end of this document.
- b) Describe the **methods** used to assess this objective. Label and include tools such as assignment descriptions or scoring rubrics. Include any applicable documents that will help provide a full picture of your assessment methods. Be specific in discussing from whom, when, and how you collected data.
- c) Discuss the **results** of your assessment in relation to this objective. Include a table or other portrayal of your data and, where applicable, compare results to prior years. Be sure you are describing the results in terms of student learning.
- d) Discuss the **application** of your assessment results for this objective. Describe what the findings indicate about student learning (e.g. improved? satisfactory?). Indicate the ways in which you plan to act on the student learning information gained from the assessment of this objective. This might include improvements in rubrics, adding additional sources of data for next year, or changes to the curriculum.

### 3. What did you learn this year (Part 2)?

- a) State a **second objective**/goal/competency that was assessed this year. Be sure to indicate your objective rotation schedule to confirm that you are rotating through all program objectives. Identify which university-wide goal and objective corresponds to the program objective, or note if there is no match. See list of university objectives at the end of this document.
- b) Describe the **methods** used to assess this objective.

Label and include tools such as assignments descriptions or scoring rubrics. Include any applicable documents that will help provide a full picture of your assessment methods. Be specific in discussing from whom, when, and how you collected data.

- c) Discuss the **results** of your assessment in relation to this objective. Include a table or other portrayal of your data and, where applicable, compare results to prior years. Be sure you are describing the results in terms of student learning.
- d) Discuss the **application** of your assessment results in relation to this objective. Describe what the findings indicate about student learning. Indicate the ways in which you plan to act on the student learning information gained from the assessment of this objective. This might include improvements in rubrics, adding additional sources of data for next year, or changes to the curriculum.

## Academic Program Assessment Feedback 2015-2016

**Program:**

**Report Author:**

### Looking Back on 2014-15 Assessment Work

Rate how well the program applied the 2013-14 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
<p>Fails to address any of the items identified in the category description</p>	<p>Tangentially addresses the issue or does so in a very limited way. Minimal detail or vague descriptions.</p>	<p>Meets the category description and incorporates appropriate materials in support of the relevant area.</p>	<p>Exceeds category requirements</p>
<p>Reviewer's Comments</p>			

### 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
<b>Objectives Assessed</b>	<p>Fails to address any of the items identified in the category description</p>	<p>Tangentially addresses the issue or does so in a very limited way. Minimal detail or vague descriptions.</p>	<p>Meets the category description and incorporates appropriate materials in support of the relevant area.</p>
<b>#1</b>			
<b>#2</b>			
<p>Reviewer's Comments:</p>			

## 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
<b>Objectives Assessed</b>	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
<b>#1</b>				
<b>#2</b>				
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
<b>Objectives Assessed</b>	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
<b>#1</b>				
<b>#2</b>				
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
<b>Objectives Assessed</b>	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
<b>#1</b>				
<b>#2</b>				
Reviewer's Comments:				

**Points for Discussion/Consideration:**