

Template Annual Progress Report on Assessment of Student Learning

Directions: The Annual Progress Report on Assessment of Student Learning covers the assessment actions, data, and events that occurred in the year since the last annual report in May 2007 and changes in elements of the program assessment plan (e.g., broad learning goals of a program, student learning outcomes (SLO) statements, measurement tools, assessment calendar, processes) as you look forward to the next academic year. These reports allow departments and programs to provide updates to their Dean and the Provost on how their assessment plans are being implemented, improvements to student learning, and plans for on-going assessment strategies and processes.

The following template has been created to facilitate the development of these reports. Sections of Academic Program Review (APR) or accreditation self-studies may be used within this Annual Progress Report; however the following points do need to be addressed explicitly in the report for **each student learning outcome (SLO)** that was assessed during the 2007-08 academic year:

- What were the students expected to learn in the degree program?
- What forms of evidence were gathered to assess the extent to which students learned?
- What were the results of the assessment?
- How has the evidence or information gathered through assessment been used (or how will it be used) to improve student learning?
- What improvement initiatives will be undertaken in the fall (or have already been undertaken) as a product of the information gather from assessment?
- How will you assess the extent to which improvement initiatives have been successful.?

In addition to the above responses with regard to individual SLOs, programs need to address the following for their overall assessment plan:

- *Given the assessment activities and results to date, describe any modifications to your department's assessment plans for the next year (2008-09).*

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.)

Narrative Format

Academic year: 2007-08

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 creation or piloting of assessment measures.
2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure 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. (Find examples of direct measures at <http://www.unm.edu/~assess/ToolsAndTemplates.html>).
3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.
4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.
5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results.
6. ***Given the assessment activities and results to date, describe your assessment plans for the next year (2008-09). If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe. (Remember that half of all assessment measures must be direct measures of student learning (see link in #2 above).)***

Tabular Format

Academic year: 2007-08

Department/Program:

Degree program(s):

Person(s) preparing report:

Date submitted:

Questions to be Addressed	SLO(s) Assessed in the Academic Year		
1. List the student learning outcomes for which assessment data were gathered during the academic year or for which development work was done on assessment measures.	1.	2.	3.
2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure 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. (Find examples of direct measures at http://www.unm.edu/~assess/ToolsAndTemplates.html).			
3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about the strengths and weaknesses of your program?) If specific results are not available, describe the progress made on initiatives in the approved assessment plan.			
4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.			

5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results.			
6. <i>Given the assessment activities and results to date, describe your assessment plans for the next year (2008-09). If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe.</i>			

Evaluative Rubric for Annual Progress Reports on Assessment of Student Learning

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Degree program student learning outcomes (SLOs) that were assessed during the year</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.	
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	
<i>Participants (students or alumni involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	
<i>Description of plans for the coming year (2008-09), including any significant changes to degree program SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	

Feedback on Annual Progress Report from the College Assessment Review Committee

Degree Program: _____ Date: _____

Department: _____ College: _____

Report (2007-08)/plan (2008-09) status: **approved** _____ **revise and resubmit** _____

Strengths of report and progress on assessment “loop”:

Concerns/Questions:

Suggestions for future reports or assessment approaches:

Other comments: