**University of Akron Annual Report**

**For**

**Degree/Certificate Program Assessment**

Developed Sept. 2021

***NOTE: If you have a new program, or have significantly revised your assessment process, please consult with the assessment director and submit an Assessment Plan instead.***

**Instructions:** Hyperlinks to instructions and sample charts/tables are provided in the [Appendix](#_heading=h.1fob9te) included below.

**Questions:** Jenny Hebert, Director of Assessment: jgh2@uakron.edu, ext 6062

**Submit report to:** Program drop-box on the assessment archive created for your college.

[**Required Submissions**:](#_heading=h.3znysh7) Complete one report for each program (degree or certificate) in your department. Submit reports by **October 31, 2021.**

2021 UPDATE: This form has been significantly revised to allow you to address each learning outcome individually within your report. However, if you have questions about how to complete this form, please email or call me (Jenny Hebert) at [jgh2@uakron.edu](mailto:jgh2@uakron.edu) or 330-972-6062 for clarification--and help.

**PROGRAM NAME:**

Department/School:

College:

Department Chair/Director:

Assessment Coordinator:

Email:

***Do you want this report to be Peer Reviewed?* (Click** [**here**](#_heading=h.2et92p0) **for details): Yes \_\_ No \_\_**

**Update on the Fall 2020 Assessment:**

Review the feedback provided on last year’s report or plan, which you can find on the content page of your college’s assessment archive.. Briefly summarize the feedback; then, explain how your program has incorporated it into this year’s assessment:

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**Assessments Conducted Fall 2020-Spring 2021:**

Programs are encouraged to assess their SLOs on a four-year cycle, with 1-2 outcomes assessed per year. If your program has adopted this (or a similar) cycle, please complete the table below. If it has not, simply list the “Learning Outcomes Assessed” this year.

**Assessment Cycle**

|  |  |
| --- | --- |
| **Year in Assessment Plan/Cycle**  **(if known)** | **Learning Outcomes Assessed**  **(by number)** |
| **Year \_\_\_\_: AY 2020-21** | **SLO #**  **SLO#** |

**Results and Actions Taken:**

Please use the charts below to summarize the assessments conducted during AY 2020-2021. Begin by stating the SLOs assessed during AY 2020-21. Then complete the tables for each outcome according to the [instructions](#_heading=h.tyjcwt) provided. Be sure to review the [sample report](#_heading=h.3dy6vkm) for further details.

Repeat this process for *each learning outcome assessed this year*. Space (tables) for two learning outcomes has been provided. If you assessed more than two outcomes, simply copy and paste the tables as needed before you complete the form.

You may also **attach additional supporting documents** (assignment sheets, rubrics, data tables/charts) to the end of this report.

**FIRST STUDENT LEARNING OUTCOME ASSESSED**

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcome**:  **Faculty Lead**: | | |
| **Method(s) of Assessment** | **Evidence Collected** | **Summary of Results** |
|  |  |  |
| **Problems & Opportunities Identified** | **Action(s) to Be Taken** | **Implementation and Follow Through** |
|  |  |  |

**SECOND STUDENT LEARNING OUTCOME ASSESSED**

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcome**:  **Faculty Lead**: | | |
| **Method(s) of Assessment** | **Evidence Collected** | **Summary of Results** |
|  |  |  |
| **Problems & Opportunities Identified** | **Action(s) to Be Taken** | **Implementation and Follow Through** |
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**Faculty Engagement and Communication:**

Explain how (and when) faculty teaching in the program are involved in (or informed of) the assessment process, interpretation of evidence, and closing-the-loop decisions and activities (i.e. at department meetings; during assessment retreats or workshops, etc.). Attach relevant meeting minutes and supporting materials below.

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**Assessment Plan for AY 2021-22:**

Complete the table below to outline your assessment plans for *this* academic year, the results of which will be reported in October 2022. (You may add or delete rows as necessary.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Learning Outcomes to be assessed** | **Courses and/or Experiences Involved** | **Methods of Assessment** | **Faculty Involved** | **Collection Dates** |
|  |  |  |  |  |
|  |  |  |  |  |

**Supporting Documents:**

Identify any supporting materials you have appended, such as assignment sheets, rubrics, data tables, or meeting minutes. (Please copy and paste or merge documents as necessary.)

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**Assessment Follow-Up:** Please list any specific questions or comments you might have for the assessment director and/or peer reviewers. Is there anything specific on which you would like to get feedback? Is there anything about which you are unclear (and would appreciate follow-up)?

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**Thank you for all you have done to complete this report—and, more importantly—to promote the continuous improvement of student learning within your program.**

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Submit completed reports to the program drop-box on your college’s assessment archive (on Brightspace) by October 31, 2021.

(For help in finding this site, please contact me at [jgh2@uakron.edu](mailto:jgh2@uakron.edu).)

**Appendix**

### **Required Submissions**:

Each program (degree/certificate) is required to submit an assessment update annually. If some degrees or certificates within your programs have overlapping assessments, however, you may submit all or part of the *same* report for each program.

Remember, this template is intended as a guide. Programs may opt to present the report in a different format provided they address ALL the questions listed below. One way to fulfill this criterion would be to complete the necessary sections on this template and copy them into the alternate form.

Programs required to submit reports to accrediting agencies may present those submissions as their annual assessment reports for UA provided they fulfill the following criteria: 1) The report addresses assessments based on **student learning outcomes**; 2) the report addresses ALL questions listed below.

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### **Peer Review Option**

The faculty peer review program for assessment is intended to:

* develop an understanding of HLC accreditation criteria
* create transparency on campus
* provide insight into how assessment works across disciplines
* create a forum for discussion about assessment across campus

The Assessment Director will train faculty volunteers from various disciplines to evaluate plans and reports. The Assessment Director and the faculty volunteers will then read and respond to submissions using the evaluation rubrics developed for each form. Working with the Assessment Director, faculty will provide feedback to the programs.

This is an opt-in program. Programs that opt-in are not guaranteed a peer reviewer. Reviewers will be granted on a first-come, first-serve basis and will be dependent on the number of peer reviewers available.

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### **Instructions for Completing the Assessment Report**

**Method(s) of Assessment**

Describe the type(s) of measure and measurement tool(s) used. NOTE: You may use more than one measure to assess each outcome. Though most measures should be *direct* assessments of student work, you may also include any *indirect* assessments (such as senior exit surveys or employer feedback) you have conducted/collected.

**Evidence Collected**

List courses/experiences from which evidence was gathered and explain how this work was selected and collected (i.e. were all students assessed, or just a random sample? How, where, by whom was the data actually collected?)

**Summary of Results**

Identify the number of students involved and provide a brief summary of results (quantitative and qualitative).

**Problems & Opportunities Identified**

Present conclusions and recommendations drawn from the data collected. Explain what the results indicate about student achievement in relation to the specified learning outcome. (Bullet points or brief descriptions are fine.)

**Action(s) to Be Taken**

Describe the specific actions that will be taken based on these results and conclusions. Briefly explain how these actions are intended to support continuous improvement of student learning.

**Implementation and Follow Through**

Explain when, how, and in what courses these actions will be implemented. Remember that some actions may not relate directly to the course in which the student work was assessed; in fact, you may find it helpful to implement actions in required courses offered earlier and/or later in the program. Also, identify the faculty member(s) responsible for implementing and/or following through on these actions.

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### **SAMPLE REPORT ON ASSESSMENT OF “SLO#5”**

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcome**: SLO #5: Students will demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement  **Faculty Lead**: [Name of department assessment coordinator or faculty member in charge of this assessment] | | |
| **Method(s) of Assessment** | **Evidence Collected** | **Summary of Results** |
| We used a rubric (see attachment A) developed by the departmental assessment committee to evaluate this outcome using the capstone projects from our Senior Seminar course: 1234: 450. We also included several questions on the senior exit survey (#3, #5, and #6) to gather student input on their confidence in demonstrating these skills (see attachment B). | Because we had a small number of students completing our capstone courses this year, we collected ungraded samples from all students in all sections both semesters (33 total). We then de-identified the samples and randomly selected 25 (approx. 75%) for our rubric-based evaluation. | Of the 25 samples evaluated, 19 (76%) scored “above average” or better on “originality,” “imagination,” and “expression.” 21 (84%) scored “average” or better on “independent thinking” and “intellectual engagement.” (Only 4 students, 16%, scored “above average or excellent” in these areas, however.) “Risk taking” and “problem solving” scored lowest overall, with 18 students (72%) scoring average or below. |
| **Problems & Opportunities Identified** | **Action(s) to Be Taken** | **Implementation and Follow Through** |
| The committee was pleased overall with the work presented by the students. However, we also realized that there is room for improvement, particularly in the areas of “problem solving” and “risk taking.” We also see opportunities for growth in the areas of independent thinking and intellectual engagement. | The committee noted a lack of critical analysis and response in key areas of the projects. It was decided that these skills should be further emphasized in some of the foundational classes so that students have opportunities to practice them more regularly throughout the program. By encouraging students to take risks in lower-stakes assignments and contexts, we hope to help students build confidence in their ability to analyze texts and situations more critically and to solve problems in innovative ways | We decided to reinforce these important skills by redesigning some of the assignments and projects presented in our foundational courses, specifically 3300: 2XX and 3300:3XX. Faculty teaching these courses met over the summer to brainstorm ways of fortifying critical analysis and problem solving and designed a project (that can be used with modifications by all faculty) that better encourages students to “think outside the box.”  Faculty teaching the foundational courses will be asked to give updates (on assignments and initial student response) at our department-wide assessment retreat in January. This SLO is scheduled for reassessment in AY 2023-24. |

Submit completed reports to the program drop-box on your college’s assessment archive (on Brightspace) by October 31, 2021.

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