

**University of Akron Annual Report  
for  
Degree/Certificate Program Assessment**

**If you have a new program, or have revised your assessment process, do not use this form.  
Submit an Assessment Plan instead.**

**Due Date:** Oct. 8, 2018

**Submit report to:** Dean's office and college University Assessment Committee member.

**Questions:** Michelle Byrne: [mwb@uakron.edu](mailto:mwb@uakron.edu), ext 6062

Complete one report for each program in your department.

This template is intended as a guide. Programs may use reports that address student learning outcomes written in a different format or for other accrediting agencies.

**Instructions:** Hyperlinks with explanations are provided for each section.

1. [Do you want this report peer-reviewed?](#) (check one)  yes  no

2. [Reporting Dates](#)

1. Report for academic year 20\_\_\_\_
2. Semester(s) data collected included in this report: \_\_\_\_\_
3. Date Submitted: \_\_\_\_\_

3. [Program Information](#)

1. Program Name: \_\_\_\_\_
2. Degree Code: \_\_\_\_\_
3. Department/School: \_\_\_\_\_
4. College: \_\_\_\_\_
5. Program Coordinator: \_\_\_\_\_  
Email: \_\_\_\_\_
6. Program Assessment Coordinator (if different from Program Coordinator):  
Email: \_\_\_\_\_
7. Report author (if different from Assessment Coordinator): \_\_\_\_\_  
Email: \_\_\_\_\_
8. Report submitted by (if different from above): \_\_\_\_\_  
Email: \_\_\_\_\_

4. [Student Learning Outcomes \(SLO's\) Assessed](#)

1. List SLO assessment plans stated in *last year's* report.

2. Did the program complete these assessments?

*Note: If no assessments were conducted, a report is still required.*

- a. If no:

If the department assessed different outcomes, describe those here and continue to "b:  
If yes."

If the department did not complete assessment, please give a brief description of the circumstances and efforts to resolve any problems. Then, continue to [Program Communication](#).

b. If yes:

List student learning outcome(s) assessed.

(Include a brief description, not just a number. For example: SLO 3: analyze data and draw meaningful conclusions)

[Describe the methods of assessment.](#) Indicate direct/indirect measures, type of measure, how the measure aligns with the SLO. Also explain courses that participated in the assessment and how assessments were conducted (individually, an evaluation committee, etc.)

5. [Results & Analysis](#)

1. Summarize the results (quantitative or qualitative) of the assessments.

6. [Conclusions and Decisions](#)

1. Describe the conclusions drawn from the results. If the data are insufficient, explain possible reasons and, if applicable, steps to address the issue in the future.

2. Describe the changes, if any, to be taken based on the results and conclusions.

3. How will the changes be implemented?

4. If no changes are recommended, explain why.

7. [Program Communication](#)

1. Describe how assessment data, results, conclusions, and changes are shared with all faculty.

8. [Upcoming Assessments](#)

1. List the student learning outcome to be assessed in the upcoming cycle. (Include a brief description, not just a number.)

2. Briefly describe the process for assessing this learning outcome. Include the plan for communication among faculty.

3. If leadership is changing, please include the name and email of the person responsible for the upcoming assessment.

## Appendix

### Instructions for Annual Program Assessment Report

1. [Peer Review](#): This is a pilot program starting fall 2018. The program is intended to:
  - develop an understanding of HLC accreditation criteria
  - create transparency on campus
  - provide insight for 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 reports. The Assessment Director and the faculty volunteers will then read and evaluate reports based on the attached rubric. 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.

#### 2. [Reporting Dates](#)

Annual reports submitted in the fall semester should typically cover assessments done the previous academic year.

If your program:

1. is new

--or--

2. revised its assessment process

fill out a Program Assessment Plan instead of the Program Assessment Report.

If your program has data for more than one year because:

1. The previous fall's annual report was not submitted

--or--

2. The data collected in the past year(s) were insufficient

indicate all the semesters included in this report.

#### 3. [Program Information](#)

**Degree Program:** Each separate degree should have its own report. Different tracks within the same degree can be included in one report as long as the core learning outcomes are the same.

**Certificate Program:** Certificates that are a subset of a degree can be included with the degree. For example, if a certificate in math has as its learning outcomes two out of four learning outcomes of the math degree, the certificate can use the degree data for assessment.

**Minors:** Minors do not need to be assessed.

**Program Coordinator/Assessment Coordinator/Report Author/Submitter:** If one person is responsible for all of these, only one field needs to be filled out. If different people are responsible for different aspects, please indicate that.

#### 4. [SLO's Assessed](#)

Assessment Goals from Last Year: Each year, programs are asked what assessment goal they will have for the following year. Include this if you have it. If it's not available, write "not available."

Assessments Completed:

If no:

Different assessments completed: If assessments completed were different than the ones stated in last year's report, describe the assessments that were completed.

No assessments completed: If assessments were not completed, give a brief statement about why (change of leadership, program changes, etc.).

If yes:

Assessments stated were assessments completed:

1. List student learning outcome(s) assessed.
2. Include a brief description of the outcome. (For example, SLO 3: draw meaningful conclusions from data)
3. Describe the data collection process (courses assessed, type of measurements, etc.)

#### [Methods of Assessment](#)

Assessments should be focused on student learning outcomes.

These can be direct measures such as:

- Performances/demonstrations
- Research papers
- Lab reports
- Exam questions
- Internship evaluations
- Capstone assignments
- Juried activities with outside panels
- Licensure/professional exams
- Portfolios of student work over time
- Pre/post tests
- Presentation or projects
- Theses/dissertations
- Standardized tests

They can also be indirect measures such as:

- Alumni surveys
- Employer surveys
- Exit interviews
- Focus groups
- Graduate rates
- Graduate school or job placement data
- Retention rates
- Transfer acceptance

Note: during a complete assessment cycle in which all outcomes are assessed, a mix of direct and indirect measures can be useful. Indirect measures alone should not be the only method of measuring student achievement.

## 5. [Results and Analysis](#)

Describe the results of the assessments. If more than one learning outcome was assessed, describe each separately. The results should be based on data collected and aggregated at a useful level. Describe in quantitative or qualitative terms. If applicable or appropriate, compare this to previous assessments or to other populations (state-wide scores on a licensure exam, previous cohort, etc.)

## 6. [Conclusions and Decisions](#)

Draw conclusions: After discussion among faculty, explain what conclusions were drawn from the data. If the data are insufficient to draw conclusions, explain why. Explanations can be small sample size or problems with data collection. If there are steps that can be taken to address the issue, explain what those are. Smaller programs with fewer students may need more time to collect sufficient data. If recent changes are being assessed, more time may be needed to see if the changes are effective.

Changes to be implemented: Describe what changes will be implemented given the conclusions drawn.

Improvements can occur in multiple ways:

- Course changes: revised assignment, new rubric, change in textbook, change in outcomes
- Course resources: video tutorials, additional practice exercises, increased library collaboration
- Curriculum changes: course sequencing, adding/deleting requirements
- Advising changes: ensuring pre-reqs met, advising students of appropriate gen ed courses for the major
- Facilities and equipment: updates and upgrades necessary for student success
- Resource allocation: changing budget allocations intended to impact student success
- Other: learning communities, experiential learning opportunities

Implementation: Describe how the changes will be implemented. This may include:

- Faculty professional development
- Meetings with advisors, tutors, others
- New material, resources distributed to faculty via meetings, on Brightspace, etc.

No changes: Explain why no changes are being made at this time.

*Note: if there is a documented history of continuously meeting a learning outcome at a high level, consider the option of taking on a different assessment task.*

## 7. [Program Communication](#)

Describe the program faculty communication process that includes:

1. reviewing the assessment procedures
2. analyzing results
3. decided on the actions and/or revisions
4. sharing information with all full time and adjunct instructors



## 8. Upcoming Assessments

List which student learning outcome(s) will be assessed this academic year.

**No:** Learning Outcome 3

**Yes:** Learning Outcome 3: Student will create lesson plans that include appropriate accommodations.

Describe the process (courses, surveys, supervisor feedback, etc.) for this assessment.

If there is a change in the person responsible for this assessment, add their name and email.