**University of Akron Annual Report**

**for**

**Degree/Certificate Program Assessment**

Updated: March 2020

**If you have a new program, or have revised your assessment process, please submit an Assessment Plan instead.**

 **Submit report to:** Program dropbox on [Assessment Brightspace page](https://brightspace.uakron.edu/d2l/home/4346375)

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

**Evaluation:** Please review the evaluation rubric before completing this report.

Complete one report for each program (degree or certificate) in your department. However, if different degrees or certificates have overlapping assessments that have been assessed this year, you may write one report.

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?](#lnxbz9)(check one) ☐ yes ☐ no
2. [Repo](#35nkun2)[rting Dates](#35nkun2)
3. Report for academic year:
4. Semester(s) data collected included in this report:

1. [Program Information](#1ksv4uv)
2. Program Name:
3. Degree Code:
4. Department/School:
5. College:
6. Program Coordinator:

Email:

1. Program Assessment Coordinator (if different from Program Coordinator):

Email:

1. Report author (if different from Assessment Coordinator):

Email:

1. Report submitted by (if different from above):

Email:

Note: text boxes will expand to fit text.

1. [Closing the Loop from Previous Year:](#Closingtheloop)

According to last year’s report, what specific actions were taken in response to assessments performed?

When will the impact of these changes be assessed? (Academic year/semesters)

If no actions were taken, please explain.

1. [Student Learning Outcomes (SLO’s) Assessed](#SLOassessed)

List assessment plans stated in last year’s report.

* Include a brief description, not just a number. For example: SLO 3: analyze data and draw meaningful conclusions
* List only the outcomes, not the larger program description or extended explanations

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*If no assessments were completed*

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

Please give a brief description of the circumstances and efforts to resolve any problems. Then, continue to [Program Communication.](#2s8eyo1)

*If different outcomes were assessed.*

List and describe the outcomes that were assessed.

1. [Describe the methods of assessment](#AppMethods).

For every outcome assessed, describe:

* 1. Type of measure (exam, presentation, report, survey)
	2. How the measure aligns with the SLO
	3. Explain courses/experiences that participated in the assessment and how data were collected (individual evaluation, an evaluation committee, internship evaluations, etc.)
1. [Results & Analysis](#AppResults)

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

What do the results indicate about student achievement?

1. [Conclusions](#z337ya)

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

1. [Closing the Loop](#CTLb)

Describe the specific actions to be taken based on the results and conclusions.

**For example:** revise capstone assignment to ensure students take an interdisciplinary approach to problem solving.

Describe the specific steps to be taken.

**For example:** One faculty member will draft a revision and present to the department by end of Oct. Dept will revise by end of semester. New assignment will be piloted in Spring semester. Broad implementation will begin the following fall.

If no changes are recommended, explain why.

1. Program [Communication](#3j2qqm3)

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

1. [Upcoming Assessments](#1y810tw)

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

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

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](#30j0zll). The program 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 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](#2et92p0)

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

If your program:

1. is new

--or--

1. revised its assessment process

then 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--

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

then indicate all the semesters included in this report.

3. [Program Information](#tyjcwt)

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. Closing the Loop from the Previous Year](#Closinglooptopofpage)

Closing the loop is the practice of taking action to improve student achievement of an outcome. If previous assessments indicated an area of concern, faculty should be taking specific actions to make improvements. Improvements can be changes

* to an assignment
* to how a course is delivered
* to a pre-requisite
* to address inconsistencies between sections
* to resources available to students

or what the program faculty agree would have a positive impact.

Describe what specific actions were taken based on last year’s assessment results. It’s not necessary to have collected data on those changes for this report, but a timeline for when those data will be collected and analyzed needs to be included.

[5. SLO’s Assessed](#SLOassessedtopofpage)

Assessment Plans 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 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.)

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

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

[6. Methods of Assessment](#Methods)

Assessments should be focused on student learning outcomes. During a complete assessment cycle in which all outcomes are assessed, a mix of direct and indirect measures can be useful.

Direct measures include:

* 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

Indirect measures include:

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

Note: Indirect measures alone should not be the only method of measuring student achievement.

[7. Results and Analysis](#1t3h5sf)

*Note: if there is a documented history of continuously meeting a learning outcome, consider the option of taking on a different assessment project. Results, analysis and conclusions that are the same year to year suggest the assessment process should be updated.*

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.)

[8. Conclusions](#4d34og8)

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.

[9. Closing the Loop](#CTLbTopofpage)

Explain the specific actions to be taken. Note that explanations such as “more emphasis will be given…” is too general and insufficient.

*Actions*

Specific changes need to be described. 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

*Specific steps*

Describe how the changes will be implemented. Some examples include:

* Faculty professional development
* Faculty will revise a course or unit of a course
* Revision of an assignment/rubric
* Development of a shared assignment
* 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.

[10. Program Communication](#2s8eyo1)

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

[11. Upcoming Assessments](#17dp8vu)

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 a different person will be responsible for this assessment, add their name and email.