**Annual Assessment of Student Learning Report and Planning Template  
For AY 2022-23**

***Please complete your assessment report by June 1 and email to Chris Bachen (cbachen@scu.edu). Most programs will follow the format provided below. Assessment Reports that diverge from this structure should be sure to include all of the information contained in this template.***

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| **Department Contact Information** | |
| Department/Program |  |
| Assessment Contact Person/Committee names: |  |
| Date submitted |  |
| People involved in designing assessment, analysis, and/or writing of report |  |
| **Check for Updates: Mission, Goals, and Outcomes**  Please review the department’s mission, goals, outcomes; curriculum map (matrix); and multi-year assessment plan, and update any materials. **If changes were made, briefly explain:** | |
| Describe and explain any changes in  Mission Statement |  |
| Describe and explain any changes in  Student Learning Outcomes/Objectives. |  |
| Describe and explain any changes to the Curriculum Alignment Map (Matrix) |  |
| Describe and explain any changes to the Assessment Plan |  |
| **This Year’s Assessment(s) Project**  Summarize the assessment(s) of student learning you’ve conducted since the last report.  **Please include any rubrics or other scoring materials (as links or attachments) that will help clarify the nature of the assessment conducted.** | |
| **What questions was the department trying to answer through assessment this year? State the Program Learning Outcome/Objective assessed this year.** |  |
| **For each assessment described, summarize the method for the assessment.**  **What type of data did the department collect? (**exam questions, capstone projects, papers, presentations, exit surveys). What was the sample of student work (how many pieces of student work and from which courses was it gathered)? |  |
| **Project Findings and Conclusions**  Summarize the results from this year’s assessment. If a project is underway but not yet completed, please provide an update on the status of this on-going project. Please attach any rubrics, data summaries, etc. | |
| **How did you analyze the evidence of student learning?** What process was used?(e.g., rubric scoring); which faculty participated in the scoring? |  |
| **What findings did you obtain?** Please provide a detailed summary of the results. Summarize student performance (e.g., percentages of student scores or principal themes (if qualitative analysis) |  |
| **What conclusions do you draw from these findings?** Explain and/or identify areas of strength and areas for improvement.  **Is the department satisfied with the results (why/why not)? What recommendations will you consider making based on the results?** Are there changes you wish to make to pedagogy, curriculum, scaffolding of courses, etc.? Have any new questions or discoveries emerged from the assessment? |  |
| **How did the department share and discuss results? (If results have not been shared yet, when will the department share them?) Are there other stakeholders with whom you want to share the results?** |  |
| **Reflect on the assessment process.**  What went well?  What didn’t go well?  Is there anything related to assessment procedures your program would do differently next time? |  |
| **Other Updates on Assessment and Planning** | |
| Describe how your program has used its current or previous years’ assessment findings to make changes/improvements since the last report. Have you made other program improvements based on additional sources of information? (examples include: curricular change, such as course sequence, course(s) revision; change in pedagogy; modifications to assignments used for assessment; change in criteria for success); additional inquiry). |  |
| What recommendations do you have to guide the next assessment planned in your program? (Timing, process, best ways to implement changes or additions.) |  |
| Is your program website up-to-date? Please take a minute to check your department website to make sure that your Mission and Student Learning Outcomes are current and easy to find. |  |

[1] The Annual Assessment Report focuses on assessment of student learning goals and outcomes. However, if your program has made changes to other program goals and objectives such as Curriculum & Pedagogy, Scholarship & Creative Work, or Service, you may also update these.

**ATTACHMENTS -** Please include the most recent copies of the documents listed below. We want to be sure your department’s Google folder on Drive that contains all previous assessments and program review materials is up-to-date. Please contact Chris Bachen if you do not yet have access to the department’s Google folder.

1. Current Mission, Goals, and Outcomes
2. Current Curriculum Alignment Matrix (or your program’s method of showing how the curriculum is related to the Student Learning Goals and Outcomes).
3. Multi-year Assessment Plan identifying which outcomes are to be assessed each year leading up to program review.
4. If applicable, any rubrics used in this year’s assessment

**SUMMARY OF GUIDELINES & REPORT FORM FOR ANNUAL ASSESSMENT REPORT for 2022-23**

**Due June 1, 2023**

Every academic program submits a report to its Dean and to Educational Assessment each academic year no later than June 1. This report should summarize the program’s progress in carrying out its assessment plan, analyzing key findings, and making program improvements. The emphasis of the report is on assessment projects of student learning and the improvements made as a result of student learning assessment activities; however, the report can include descriptions of other assessment activities undertaken by the program. The report should summarize all completed assessment projects, as well as briefly describe any projects in process but not yet completed.

Educational Assessment is happy to work with programs to help make assessment efforts manageable and useful for the program. Programs are encouraged to contact the Educational Assessment at any stage of the assessment project, including planning the assessment project, development of rubrics for assessing student work, and analysis of results.

The following list offers a range of activities related to student learning that can be considered assessment. Other activities may also represent valuable assessment efforts if they lead to improving the program. Please consult Educational Assessment if you are unsure which activities represent assessment.

***The following are examples of activities that qualify as assessment of student learning:***

* Collection and review of student work related to a program’s student learning outcomes / objectives.
* Collection and review of survey data from students, alumni, employers, and other relevant stakeholders.
* Collection and review of evidence from focus groups, interviews, performance critiques, observations, etc. as they related to student learning goals / objectives.
* Program improvement actions taken in response to assessment efforts in previous year(s).
* Revision of program’s mission, goals, objectives, curriculum, curriculum alignment matrix, or assessment plan.
* Discussion of programmatic improvements to support student learning made as a result of program review, professional accreditation activities, or recommendations from external reviewers.
* Reflections on the findings from the evaluation of student learning in courses offered for the Core Curriculum (collaborations with the Educational Assessment in the review of the Core Curriculum).
* Assessment of student learning or program effectiveness conducted for professional accreditation.
* Actions taken as a result of recommendations received from the previous year(s) Annual Assessment Report Feedback from the University Assessment Committee.

Departments should briefly note all of their assessment efforts in their Annual Assessment Report.

Programs should also address how the results of assessment projects have been analyzed, interpreted and used for determining strengths and areas for improvement. Areas of improvement that are identified should be accompanied by a discussion of the changes that are being considered or implemented by the faculty. Programs are excused from submitting this report during the first year of program review.

To ensure broad participation and support, all full-time faculty on continuing appointment are expected to review and discuss the assessment project summarized in the Annual Assessment Report document

The Annual Assessment Report should use the format displayed on the previous pages. Most reports are about three pages (not including attachments). With approval from the Dean and the Educational Assessment, a program may submit an Annual Assessment Report using a format that accommodates the assessment expectations of specialized (professional) accrediting bodies.

***Program Review Cycle:*** Programs are encouraged to develop a multi-year assessment plan aligned with the program review cycle in order to ensure manageable and meaningful alignment of assessment and program improvement. Chris Bachen, Director of Educational Assessment, is available to work with departments on their long-term assessment plans.