**Peer Feedback for Annual Assessment Reports submitted in June, 2023-24**

**Department Name**

**Overview:** Thank you for your Annual Assessment report, and for your commitment to student learning. Educational Assessment provides feedback on annual assessments of student learning, as well as any changes to a department/program’s learning goals and outcomes, curriculum alignment matrix, and assessment plans, informed by SCU’s Guiding Principles of Assessment recommended by the University Assessment Committee in conjunction with the Provost’s Office. The information contained in the annual assessment reports plays an important role in ongoing discussions of program strengths and areas for improvement, as well as providing a valuable summary of student learning that you can draw upon for your next program review. In what follows, we have identified some “best practices” in assessment of student learning within a department grounded in national models in assessment. In the last column of the feedback form, highlighted in blue, we provide formative feedback regarding the assessment activities summarized in the annual assessment report you submitted in spring.

Please let Educational Assessment ([assessmentoffice@scu.edu](mailto:assessmentoffice@scu.edu)) know if you’d like to schedule a meeting or whether we can provide other resources you would find helpful.

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| **Feedback for departments who have just completed program review or made revisions to their Mission/Goals/Outcomes/CAM/MAP.** At the completion of program review, departments are asked to review and revise (as needed) their mission, goals, and student learning outcomes; alignment matrices; and to establish a new multi-year assessment plan that will guide assessment for years up until the next program review. Feedback will also be provided to programs that have made changes to their mission, goals, or outcomes; curriculum alignment matrices, or plans. | | |
| **Feedback on Assessment criterion: the UAC will provide feedback on each of the following** | **Description of the criterion** | **Peer feedback to your department** |
| **Revised Mission/Goals/Outcomes** | Mission and goals are clearly expressed and understandable by multiple audiences.  Outcomes describe what a graduate of the program should be able to know or do. Outcomes specify student actions/capabilities using specific verbs that make the skill to be assessed evident and measurable. |  |
| **Revised Curriculum Alignment Matrix (CAM)** | Courses are labeled “Introduced, Practiced, and Demonstrated”, according to how the learning outcome is addressed and the level of expected mastery by students.  Courses/learning experiences that will be used for assessments are identified (e.g., by indicating an “A” by those courses in which the LO is demonstrated). |  |
| **Multi-year Assessment Plan (MAP)** | Plan lays out a multi-year (e.g., 5 year) plan with yearly focus on measuring one or more program learning outcomes. (All learning outcomes are assessed during the period between program reviews.) |  |

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| **Feedback for Regular Annual Reports of Assessments of Student Learning** | | |
| **Feedback on Assessment criterion: the UAC will provide feedback on each of the following** | **Description of the criterion** | **Peer feedback to your department** |
| **Area of Inquiry** | Describes the learning outcome and/or framing question(s) about student learning that motivated the assessment. |  |
| **Assessment Methods** | Assessment methods are clearly described (Number of raters per artifact, sample size, number of student work products, expectations for student performance, method for evaluating student work). |  |
| Rubrics or evaluation instruments are included in as an appendix. |  |
| **Summary Analysis of Findings** | Summarize student performance, such as summary of scores (rubric, exam, etc.) Include a performance standard that indicates what the department considers their target or goal (e.g., 80% of our students will meet a stated standard). |  |
| **Interpretation of Findings** | Describes conclusions reached from the findings. Discusses whether program recommendations were met, and the implications of the findings for curricular or programmatic adjustments. |  |
| **Sharing of Assessment Results with Faculty** | Describes how results were shared and discussed. Discusses response of the department to the findings, along with any possible program changes proposed. |  |
| **Actions Proposed** | Discusses response of the department to the findings after results have been shared, including any possible curricular, pedagogical or other changes proposed. |  |
| **Reflection on Assessment Process** | Offers an evaluation of the assessment efforts. For example, the department might address what went well, what was challenging, what might be changed next time the assessment is conducted. |  |
| **Other Assessments or Program Improvements Related to Student Learning** | If not addressed above, the department provides a description of other curricular, pedagogical, or programmatic adjustments resulting from department student survey results, professional judgment of faculty, Core Curriculum assessment findings, etc. |  |
| **Other Comments** |  |  |