**Annual Assessment Report Template**

**2018-19 Academic Year**

**University Assessment Committee (an Academic Assembly subcommittee)**

While the primary purpose of assessment is to support informed improvements at the program and department level, the colleges/schools and university also make use of the data collected. Each year all academic programs submit a summary report of their assessment efforts for use by their college/school leadership, the University Assessment Committee, and the University Planning Office (which coordinates SU's accreditation efforts). Please type or paste your answers to the questions in the spaces provided. The form is designed to be filled out in Word, and should be submitted in that format (.doc or .docx) to your college/school assessment coordinator by **October 15, 2019**.

For assistance with this form or your assessment projects, please contact any of the following people:

* Your college/school assessment coordinator
* Co-chairs of the University Assessment Committee at universityassessment@seattleu.edu

**Date Submitted:**Ex. 7/30/17

**School/College:** Ex. School of Ministry

**Major (undergraduate) or Program (graduate):** Ex. Bachelors of Arts in Criminal Justice

**Person(s) responsible for the design and implementation of assessment project and writing the report:**

Click here to enter text.

1. **Assessment Goals**
	1. **List the program Learning Outcome assessed in 2018-19:**

Ex. Learning Outcome #1: Students will be able to differenciate among multiple political science perspectives (ideologies, theories) from a range of written or spoken genres.

* 1. **Does this project correspond to the most recent program assessment plan sent to the school or college assessment coordinator?**

Ex. No, our curriculum changed a lot since we drafted our assessment plan, so these embedded test questions are something new we created this year.

**If “no”, please submit an updated assessment** [**plan**](https://www.seattleu.edu/assessment/assessment-plans/) **as Appendix A of this report.**

1. **Project Design and Coherence**
	1. **What student work was assessed? Briefly describe the materials or products assessed, and attach copies of the assignment(s) as Appendix B.**

Ex. We used student responses to a series of questions as the “student product” that is being directly assessed. These questions were embedded into the mid-terms in our 100, 200, and 300 level classes. Professors were asked to collect student responses to these specific questions for later review. At the end of this report is a list of the questions and the classes where they were asked.

* 1. **How does this student work fit or reflect the learning outcome being assessed?**

Ex. Each question asked students to identify a theory or ideology previously discussed in the course based on minimal descriptive information. This fits well with the Learning Outcome because the faculty were able to see to what extent the students had successfully learned that content.

* 1. **What rubrics or assessment metrics were used to evaluate student performance on this learning outcome? Does the design of those rubrics or metrics reflect a consensus of the faculty or are they specific to an individual course or faculty member? Please attach a copy of the rubric as Appendix C.**

Ex. Prior to embedding the questions into their tests, the faculty agreed on a grading rubric that they would use for these questions on their exams. See attached for this rubric.

* 1. **How have program faculty defined levels of "excellent," "acceptable," and "unacceptable" student performance in this rubric?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unacceptable Level** | **Acceptable Level** | **Excellent Level** |
| **How and where performance goals are set in rubric.** | Ex: Below 2 on rubric. | Ex: 2-4 on rubric. | Ex: Above 4 on rubric. |

1. **Goal setting: Please indicate the percentage of students your program faculty want to see performing at each level for this learning outcome:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unacceptable**  | **Acceptable**  | **Excellent**  |
| **Percentage of students at each level** | % | % | % |

1. **Project Results:**
	1. **Summarize the results of the assessment analysis. How did students score on the rubric or metric used?**

Click here to enter text.

* 1. **List your findings using the "Unacceptable," "Acceptable," and "Excellent" levels of performance (described above) in this table.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unacceptable**  | **Acceptable**  | **Excellent**  |
| **Number of students at each level** | # | # | # |
| **Percentage of students at each level** | % | % | % |

1. **Discussion of Results**
	1. **Findings:What did the department or program conclude about your students’ learning from these assessment results?**

Ex. The students understood the detailed concepts involved in this project, but were not familiar enough with the larger perspectives needed to perform the work on this assignment. They need more background before being asked to do this analysis and this background should be explicitly included in earlier courses.

* 1. **How were these results discussed and considered by department and program faculty?**

Ex: Professors X and Y presented the findings to a department meeting, where they were discussed and preliminary plans made for adjusting the curriculum. Followup discussions occurred in later meetings. All faculty were invited to attend those meetings, and most did.

1. **“Closing the loop” Actions**
2. **How is the department or program planning on using the findings of this assessment project? How can areas of weakness in student performance be addressed through changes in curriculum, pedagogy, or assignment design? What specific followup actions are planned?**

Ex: We are planning on moving a current 3000-level course down to the 2000-level and making it a prerequisite for the advanced courses in order to make sure that students are better prepared with this skill when they arrive in those advanced courses.

**Appendix A: Updated Assessment Plan**

**Appendix B: Student Product Assignment**

**Appendix C: Rubric Used in Assessing Student Products**