From: Academic Dean and Provost   25 FEBRUARY 2019

Subj: AY2019 ANNUAL ASSESSMENT REPORTS - FACULTY SENATE ASSESSMENT
  COMMITTEE

Ref: (a) ACDEANINST 5400.1A of 8 Sep 14
Enc1:
    1) Program/Major Assessment Report Template (page 3 and 4)
        1a) Departmental/Program Learning Outcomes and Curriculum Map
        1b) USNA Attributes and Departmental Learning Outcomes Map
        1c) Faculty Senate Assessment Committee Report Rubric for Majors and Minors
    2) Core Curriculum Assessment Report (page 11 and 12)
        2a) Core Learning Outcomes Proficiency Levels
        2b) USNA Core Learning Outcomes and Core Course Outcomes Map
        2c) Faculty Senate Assessment Committee Report Rubric for Core Courses
    3) Division Assessment Report Template (page 20)

1. Background

To support the continuous improvement of midshipman learning and development, the Naval Academy assesses its academic programs as stated in Ref (a). In addition to documenting assessment activities for accreditation purposes, these reports may be shared to support the Academy Effectiveness Board's studies on institutional effectiveness, to inform other internal areas of the state of assessment at USNA, and to identify good practices and possible areas of collaboration.

2. Department and/or Program Assessment Reports

Reports should be written to be meaningful and useful to the programs conducting the assessments, while also providing sufficient information for members of the Faculty Senate Assessment Committee to follow the process used to obtain results.

Departments and programs will submit annual status reports for majors, minors, and the core documenting assessment processes, decisions based on the results of previous assessments, and assessment activities undertaken in the most recent academic year as detailed in Enclosures 1 and 2. Annual status reports should include:

- *direct evidence of student learning, using student work products;*
- *explicit mapping of student learning outcomes and assessment activities,*
- *clearly reported results obtained from assessment activities, and*
- *programmatic decisions based on this evidence summarized in the body of the report.*

Reports should provide information about the processes and methods used to collect/observe and analyze student work products. Supplementary materials such as assessment instruments, graphs and tables of results, and other relevant supporting information should be included as appendices.

A retrospective report is an option when the program is preparing for a periodic, program-specific external review with an emphasis on assessment reporting (such as ABET self-studies). All reports, retrospective and annual status, are expected to include the department/program learning outcomes mapped to the curriculum and departmental learning outcomes mapped to the USNA attributes.

3. Division Assessment Reports

Each division is required to submit an annual assessment report. The Division Core Assessment Reports should describe the Division Core Assessment Status regarding the implementation of divisions' assessment plans. A template is provided in Enc1osure 3.

4. Action

Departmental assessment reports will be submitted electronically to the Faculty Senate Assessment Committee through the Associate Dean for Planning and Assessment no later than the last day of the 2019 Academic Year, 12 JUN 2019. Requests for extensions should be made to the Associate Dean for Planning and Assessment and division leadership prior to 01 JUN 2019 and require a justification (e.g., departmental faculty meetings in August are needed to complete the assessment cycle and finish the report), proposed delivery date not to exceed 31 AUG 2019 and points of contact including the department chair or program director at the newly established deadline and assessment liaison.

Division assessment status will be communicated to the Faculty Senate Assessment Committee through the Associate Dean for Planning and Assessment no later than 31 OCT 2019.

A. T. PHILLIPS

Distribution:
Chair, Faculty Senate Assessment Committee
Division Directors
Senior Professors
Departmental/Program Chairs
Departmental/Program Assessment Coordinators

Enclosure 1)

DEPARTMENT NAME/PROGRAM ASSESSED: _____

DEPARTMENTCHAIR/POC: _____

COMMITTEE MEMBERS: _____

DATE: _____

I. Follow-Up on Last Year's Assessment Report Recommendations
   1. Actions taken based on the assessment activities and results from last year, where available. Include relevant supporting data as an appendix.

   INSERT TEXT HERE

II. Report on Current Academic Year's Assessment Activities
   1. Provide a current list of program/departmental outcomes.
   2. For each outcome being assessed:
      i. Indicate the outcome(s) assessed during the current reporting period.
      ii. Provide a brief description of the assessment sources, including student work, and methods used by the department and/or program to collect data.
         • How was student work collected or observed?
         • What student group(s) were studied? How were they selected?
         • Was indirect assessment data also collected? How was it obtained?
      iii. Include a brief description of the process for organizing and analyzing the assessment data.
         • What methods were used to analyze and interpret the results?
         • What person or group analyzed the student work?
         • Please include rubrics, scoring guides, etc. as an appendix.
      iv. Results obtained, including an indication of the degree to which students met the expectations of learning related to the outcome(s), as determined by the department or program. It is also appropriate to provide results of indirect assessments that further inform the department's or program's understanding of direct assessment activities..
   3. Lessons learned and actions recommended based on this year's assessment activities.
         • What are the suggested curricular and/or assessment changes?
         • Was evidence collected that can support significant curricular change requests in adherence with Faculty Senate Curriculum Committee guidance?
         • How will this information be shared with appropriate groups (department/division/etc.)?

         INSERT TEXT HERE

III. An overview of the program assessment plans for each program coordinated/administered by the department.

1. It is expected that this overview will remain largely the same from year to year. However, revisions should be made to reflect recent or planned changes in the curriculum or the assessment plan and highlighted in the annual report.
2. This overview should:
   i. Describe the overall structure and operation of the assessment plan to assess all outcomes over a reasonable period of time and provide the assessment plans that are in place for the coming academic year.
   ii. Include maps of the outcomes to the curriculum and applicable portions of institutional goals (see enclosures 1a and 1b).

INSERT TEXT HERE

DEPARTMENT/PROGRAM LEARNING OUTCOMES AND CURRICULUM MAP

DEPARTMENT: _____ **RESPONDENT/DATE:**

_____

List your Department or Program Learning Outcomes in the rows and the Courses that appear in the program matrix in the columns. Where appropriate indicate, for each course, the level that the Learning Outcome is addressed at. For example, Introduced (I), Reinforced (R), and Mastered (M) Assessed (A)*, **.

Majors Courses Matrix (indicate requirements and electives)
Learning
Outcomes

	3/C			2/C			1/C		
	Course #/ Name	Course #/ Name	Course #/ Name						
LO1:									
LO2:									
LO3:									

* Assessed refers to assessment conducted for documentation related to annual assessment of student learning activities which may use course embedded assignments/activities or may be beyond the regular assessments that take place within courses.

**If introduced/reinforced/mastered/assessed is not appropriate for your discipline please indicate the levels of development that are appropriate (e.g.,

low/medium/high or basic/intermediate/advanced, etc.).

Examples:

	Sophomore		Junior				Senior	
Courses/Outcomes	Dance 101 (Req)	Dance 110/120/130 (Elective 1 of 3)	Dance 201 (Req)	Dance 220/230/240 (Elective 1 of 3)	Dance 205 (Req)	Dance 350 (Req)	Dance 301 (Req)	Dance 400 (Req)
1. Apply priniciples of choreography to dance	I	R	R	R	M		M	MA
2. Communicate meaning through dance	I	I	IRA	R	R		RA	MA
3. Work with partners and		I	R		RA	RA	RMA	MA

	Sophomore		Junior			Internship	Senior	
Courses/Outcomes	Dance 101 (Req)	Dance 110/120/130 (Elective 1 of 3)	Dance 201 (Req)	Dance 220/230/240 (Elective 1 of 3)	Dance 205 (Req)	Dance 350 (Req)	Dance 301 (Req)	Dance 400 (Req)
1. Apply priniciples of choreography to dance movement	(I) Incorporate simple dance forms and demonstrate principles of balance and opposing weight.	(R) Incorporate general and genre specific dance forms of simple and intermediate difficulty.	(R) Coordinate movement with a variety of rhthms and styles	(R) Coordinate movement with a variety of rhthms and styles	(M) Use dance elements to create short dance pieces with various rhythms, styles, and dynamics.		(M) Use dance elements to develop short dance pieces with various rhythms, styles, and dynamics.	(M/A) Perform original dance piece using a variety of choreographed movements appropriate to the piece and its intended meaning. (Final Performance/Expert Panel)
2. Communicate meaning through dance	(I) Interpret a range of emotions and expressions expressed through gesture, posture, and movement.	(I) Interpret a range of emotions and expressions expressed through gesture, posture, and movement as appropriate to specific genres.	(I/R/A) Use gestures, posture, and movement to convey emotion and expression. (Final Performance/Recital)	(R) Use gestures, posture, and movement to convey emotion and expression.	(R) Use gestures, posture, and movement to convey emotion and expression.		(R/A) Develop original pieces that effectively communicates artistic intent. (Demonstration/Peer Feedback)	(M/A) Perform an original piece that effectively communicates artistic intent. (Final Performance/Expert Panel)
3. Work with partners and teams		(I) Collaborate with partners and groups (e.g., echoing, mirroring, calling/responding, sequence construction)	(R) Effectivley lead and follow in group dance sequences		(R/A) Effectivley lead and follow in group dance sequences (Faculty/Peer Observation Feedback)	Individually Determined (Feedback from coordinator/sponsor)	(R/M/A) Use partner/group relationships to define spatial floor patterns and shape designs. (Demonstration)	(M/A) Collaborate with members of cast and crew to perform an original dance piece. (Peer Feedback)

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Enclosure 1b)

DIVISION OR DEPARTMENT LEARNING OUTCOMES AND USNA ATTRIBUTES MAP

DIVISION OR DEPARTMENT: _____ RESPONDENT/DATE: _____

_____

List your **Division or Department Learning Outcomes** across the top of the matrix. Indicate the extent to which the outcome addresses the **Attribute: Partially (P)** (indicate the portion of the Attribute that is addressed) **or Completely (C)** (all of an Attribute is demonstrably addressed)**.**

DIVISION OR DEPARTMENTAL LEARNING OUTCOMES

ATTRIBUTES*	1. _____	2._____	3._____	4._____	5._____	6._____
1. Selfless						
2. Inspirational						
3. Proficient						
4. Innovative						
5. Articulate						
6. Adaptable						
7. Professional						

*USNA Midshipmen Attributes

1. Selfless leaders who value diversity and create an ethical command climate through their example of personal integrity and moral courage.
2. Mentally resilient and physically fit officers who inspire their team to accomplish the most challenging missions and are prepared to lead in combat.
3. Technically and academically proficient professionals with a commitment to continual learning.
4. Critical thinkers and creative decision makers with a bias for action.
5. Effective communicators.
6. Adaptable individuals who understand and appreciate global and cross-cultural dynamics.
7. Role models dedicated to the profession of arms, the traditions and values of the Naval Service and the constitutional foundation of the United States.

EXAMPLE:

List your **Division or Department Learning Outcomes** across the top of the matrix. Indicate the extent to which the outcome addresses the **Attribute: Partially (P)** (some, but not all of an Attribute is demonstrably addressed) **or Completely (C)** (all of an Attribute is demonstrably addressed)**.**

ATTRIBUTES*	1. APPLY PRINCIPLES OF CHOREOGRAPHY TO DANCE MOVEMENT	2.COMMUNICATE MEANING IN DANCE	3. WORK WITH PARTNERS AND TEAMS
1. Selfless			P Selfless leaders who value diversity and create an ethical command climate through their example of personal integrity and moral courage.
2. Inspirational	P (M) Mentally resilient and physically fit officers who inspire their team to accomplish the most challenging missions and are prepared to lead in combat.		P Mentally resilient and physically fit officers who inspire their team to accomplish the most challenging missions and are prepared to lead in combat.
3. Proficient			
4. Innovative	C (M) Critical thinkers and creative decision makers with a bias for action.	C (M) Critical thinkers and creative decision makers with a bias for action.	C (R) Critical thinkers and creative decision makers with a bias for action.
5. Articulate		C (M) Effective communicators.	
6. Adaptable		P (M) Adaptable individuals who understand and appreciate global and cross-cultural dynamics.	
7. Professional			

Enclosure 1c)

Assessment Rubric: Majors/Minors

Assessment Rubric
Department Major/Minor
For each criterion, please select the column that best describes the department's or program's overall current status.

		Exceptional	Fully Met	Developing	Not Present
Student Learning Outcomes (sometimes called objectives or goals):	Student Centered		Learning outcomes are student centered statements of what students will know or be able to do.	Learning outcomes are not student centered, instead indicating what the department or instructors will do.	
	Level of Thinking		Learning outcomes culminate in the highest (appropriate) levels of thinking. (www.usna.edu/Academics/Academic-Dean/Assessment/index.php).	Learning outcomes primarily focus on what students will know or understand, but not how they will use that knowledge or understanding.	
	Curriculum Coverage		The number of outcomes is reasonable to cover essential learning within the program. There are not too many outcomes (suggesting that some can be combined) or too few (suggesting that outcomes need to be unpacked).	The outcomes either fail to cover essential learning within the program or address areas tangential to the program.	
Assessment is an On-Going Process	On-going		Assessment is an on-going process of data collection, evaluation, and improvement with departmental outcomes scheduled to be assessed over a reasonable period of time (about every 4 years).	Not all outcomes are scheduled to be assessed or assessment is occurring on an episodic basis.	
	Assessment Action	As appropriate, action(s) have been taken, based on the findings from past assessments. The effect of those actions on student learning and outcome achievement have been assessed and evaluated (collection, evaluation, action, and evaluation of action)	As appropriate, action(s) have been taken on the findings completing an assessment cycle (collection, evaluation, and action).	Assessment takes place, but there is no documentation that results are used to inform departmental discussions or decisions about curriculum, teaching strategies or student learning.	

Alignment of Department/ Program Learning Outcomes (Map)	Levels of Development		Levels of development for each department/program learning outcome are identified within the department's curriculum. (Where learning is introduced, reinforced or practiced, where mastery or competency is achieved and where assessment takes place.)	Presence or absence of outcome identified for each course in the curriculum. Levels are indicated only for the department's required courses.	
	Graduate Attribute		The portion of the Graduate Attribute that is addressed by the department/program learning outcome (including the complete Attribute when appropriate) is identified	Presence or absence of outcome identified for each of the USNA's Seven Attributes of Graduates (either complete or partial).	
Methodology	Direct Assessment	Multiple assessments (including, but not limited to, direct assessments of student learning; e.g., essays, exam items, assignments, presentations, etc. and rubrics/scoring guides as appropriate) appropriate for each learning outcome being measured.	Direct assessment in which student work (essays, exam items, assignments, presentations, etc. and rubrics/scoring guides as appropriate) has been selected that is appropriate for each learning outcome being measured	Only indirect assessments, that do not directly examine student work, are being used. Possibilities include student self-perception of ability, grades not specifically linked to outcomes, faculty evaluations that are not linked to student work.	
	Collection		Student work is an appropriately collected sample (simple random or systematic), a population, or otherwise suitably selected to ensure that results are representative and the amount of work is feasible for the assessment committee	Assessment materials do not include student work and/or are gathered on a volunteer or an ad hoc basis. The collected materials are either too little or too much for the committee to reasonably examine.	
	Collaborative Effort	Evaluation and analysis of student work is shared by multiple faculty members and, when appropriate, procedures for improving rater agreement (inter rater reliability) are indicated	Evaluation and analysis of student work is shared by multiple faculty members.	Assessment of student work or other assessment materials takes place in isolation and/or analysis of results is primarily handled by a single individual	
Performance	Performance	Target level or performance expectations are indicated for students at various points within the program reflecting expected development	Target level or performance expectations are indicated for the assessment and appear appropriate.	Criteria for different levels of performance have been indicated, but expectations are not clearly identified or are inappropriate (much too high or too low).	

Enclosure 2)

AY2019 Core Course/Learning Outcome Annual Status Assessment Report Template

DEPARTMENT NAME/PROGRAM ASSESSED: _____

DEPARTMENTCHAIR/POC: _____

COMMITTEE MEMBERS: _____

DATE: _____

I. Follow-Up on Last Year's Assessment Report Recommendations
    1. Actions taken based on last year's assessment activities and results, where available. Include relevant supporting data as an appendix.

INSERT TEXT HERE

II. Report on Current Academic Year's Assessment Activities
    1. Provide a list of the departmental or program core student learning outcomes
    2. For each outcome assessed:
        i.   Identify the outcome being assessed.
        ii. Provide a brief description of the assessment sources, including student work, and methods used by the department and/or program to collect data.
             • How was student work collected or observed?
             • What student group(s) were studied? How were they selected?
             • Was indirect assessment data also collected? How was it obtained?
        iii. Include a brief description of the process for organizing and analyzing the assessment data.
             • What methods were used to analyze and interpret the results?
             • What person or group analyzed the student work?
             • Please include rubrics, scoring guides, etc. as an appendix.
        iv. Results obtained, including an indication of the degree to which students met the expectations of learning related to the outcome(s), as determined by the department or program. It is also appropriate to provide results of indirect assessments that further inform the department's or program's understanding of direct assessment activities.
    3. Lessons learned and actions recommended based on this year's assessment activities.
        i. What are the suggested curricular and/or assessment changes?
        ii. Was evidence collected that can support significant curricular change requests in adherence with Faculty Senate Curriculum Committee guidance?
        iii. How will this information be shared with appropriate groups (department/division/etc.)?

INSERT TEXT HERE

III. Indicate level of proficiency for one or more of the USNA core learning outcome(s) that align with the student learning outcome(s) reported on in Enclosure 2 Section II above.
   1. Include information indicating the core course, the learning outcome, and the related USNA core learning outcome, and the level of proficiency demonstrated (see enclosure 2a).
   2. Interpretation of/satisfaction with core learning outcome results (beyond what was reported in Enclosure 2, Section II above). Additional lessons learned or actions recommended (beyond those reported in Enclosure 2, Section II above), including those at or above the division level.

INSERT TEXT HERE

IV. An overview of the program assessment plans for each program coordinated/administered by the department.
   1. It is expected that this overview will remain largely the same from year to year. However, revisions should be made to reflect recent or planned changes in the curriculum or the assessment plan and highlighted in the annual report.
   2. This overview should:
      i.   Include maps of the outcomes to the curriculum (see enclosures 2b).
      ii. Describe the overall structure and operation of the assessment plan to assess all outcomes over a reasonable period of time and provide the assessment plans that are in place for coming academic year.

INSERT TEXT HERE

Enclosure 2a)

USNA Core Learning Outcomes Proficiency Level

DEPARTMENT/CORE COURSE(S): _____ **RESPONDENT/DATE:** _____

The skills, abilities, and knowledge articulated in the nine USNA core learning outcomes align within and across the courses that make up the USNA core curriculum required of all midshipmen. Use the table below to indicate the level of proficiency for one or more of the overarching USNA core learning outcome(s) that align with the student learning outcome(s) reported on in section II of the report.*

USNA Core Learning Outcome	Course Outcome	Core Course(s)	# of cases	Proficiency Scale (Level of Expectation Met as Determined by Department – *select the most appropriate scale for the assessment*)					# of cases that meet or exceed expectations
				Expectations Not Met		Expectations Met		Expectations Exceeded	
				Little or no evidence of proficiency	Evidence of approaching proficiency	Minimum level of proficiency evident	Full proficiency evident	Evidence of proficiency exceeds expectations	
INSERT TEXT HERE	INSERT TEXT HERE	INSERT TEXT HERE	INSERT # HERE	INSERT # HERE		INSERT # HERE			INSERT # HERE
NSERT TEXT HERE	INSERT TEXT HERE	INSERT TEXT HERE	INSERT # HERE	INSERT # HERE		INSERT # HERE		INSERT # HERE	INSERT # HERE
INSERT TEXT HERE	INSERT TEXT HERE	INSERT TEXT HERE	INSERT # HERE	INSERT # HERE	INSERT # HERE	INSERT # HERE	INSERT # HERE	INSERT # HERE	INSERT # HERE

∗ *Within individual core courses and certainly within departments that provide instruction for multiple core courses it is likely that individual outcomes are covered at multiple points. If a learning outcome is being formally assessed at multiple points, departments should use their best judgement to determine if data from all current annual assessment activities should be reported or if there are focused assessments that are more appropriate (e.g., from the final course in the sequence or from a more targeted assessment(s) that concentrated specifically on the outcome(s)—sometimes referred to as signature assignments).*

Example:

USNA Core Learning Outcome	Course Outcome	Core Course(s)	# of cases	Proficiency Scale (Level of Expectation Met as Determined by Department)					# of cases that meet or exceeded departmental expectations
				Expectations Not Met		Expectations Met		Expectations Exceeded	
				Little or no evidence of proficiency	Evidence of approaching proficiency	Minimum level of proficiency evident	Full proficiency evident	Evidence of proficiency exceeds expectations	
5. Communicate Effectively **(visual)**	2 Communicate meaning in dance	CHR101	531	91		440			440 (83%)
5. Communicate Effectively **(visual)**	2. Communicate meaning in dance	CHR201	508	56		437		15	452 (89%)
1. Apply leadership skills	3. Work with partners and teams	CHR201	127	2	34	40	47	4	91 (72%)

Enclosure 2b)

CORE LEARNING OUTCOMES (CLOS) AND CORE COURSE OUTCOMES

DEPARTMENT/CORE COURSE(S): _____RESPONDENT/DATE:

_____

List the **Learning Outcomes** for each **Core Course** (if courses have different outcomes it may be simpler to duplicate this table for each course) across the top of the matrix. Where appropriate indicate in the cells the core **Course Learning Outcomes** that aligns with the USNA **CLO.** Additionally, please indicate the extent to which the USNA **CLO** is addressed**: Partially (P)** (some, but not all of the CLO is explicitly addressed) **or Completely (C)** (all of a CLO is explicitly addressed)**.**

CORE COURSE LEARNING OUTCOMES

CLOS	1. _____	2._____	3._____	4._____	5._____	6._____
1. Apply leadership skills						
2. Reason morally/ethically						
3.Apply principles of naval science & the profession of arms						
4. Solve technical problems						
5. Communicate effectively						
6. Critically reason						
7. Understand American heritage						
8.Interpret past and current world events						
9.Demonstrate intellectual curiosity						

USNA Core Learning Outcomes

1) Apply leadership skills: use contemporary leadership theories to support and motivate diverse team members in the accomplishment of objectives.

2) Reason morally/ethically: recognize moral dilemmas and use ethical frameworks and principles to generate solutions that embody the highest moral standards.

3) Apply principles of naval science and the profession of arms: Operate naval technology, demonstrate navigation skills, and generate solutions to given warfare scenarios.

4) Solve technical problems: apply fundamental principles from science, engineering, and mathematics to solve technical problems in both standard operating and unfamiliar contexts.

5) Communicate effectively: develop, organize, and communicate information and ideas through written, oral, and visual media.

6) Critically reason: sufficiently obtain, critically analyze, appropriately interpret, and use quantitative data and qualitative information to construct creative solutions to complex problems.

7) Understand American heritage: articulate core American values and diverse experiences with an awareness of multiple cultural contexts.

8) Interpret past and current world events: interpret past and current world events through an awareness of different cultures.

9) Demonstrate intellectual curiosity: apply self-directed learning strategies to improve knowledge, skills, and abilities beyond requirements.

Example:

CHOREOGRAPHY CORE COURSE LEARNING OUTCOMES: DANCE 101/201

CORE LEARNING OUTCOMES	1. APPLY PRINCIPLES OF CHOREOGRAPHY TO DANCE MOVEMENT	2. COMMUNICATE MEANING IN DANCE	3. WORK WITH PARTNERS AND TEAMS
1. Apply leadership skills			201 **(P)**: ~~use contemporary leadership theories to~~ support and motivate diverse team members in the accomplishment of objectives.
2. Reason morally/ethically			
3. Apply principles of naval science & the profession of arms			
4. Solve technical problems			
5. Communicate effectively		101/201 **(P)**: develop, organize, and communicate information and ideas through ~~written, oral, and~~ visual media.	
6. Critically reason			
7. Understand American heritage			
8. Interpret past and current world events			
9. Demonstrate intellectual curiosity			

Enclosure 2c)

Assessment Rubric: Core

Assessment Rubric					
Department/Core Courses					
For each criterion, please select the column that best describes the department's, program's or core courses' overall current status.					
		Exceptional	Fully Met	Developing	Not Present
Student Learning Outcomes (sometimes called objectives or goals):	Student Centered		Learning outcomes are student centered statements of what students will know or be able to do.	Learning outcomes are not student centered instead indicating what the department or instructors will do.	
	Level of Thinking		Learning outcomes culminate in the highest (appropriate) levels of thinking. (www.usna.edu/Academics/Academic-Dean/Assessment/index.php).	Learning outcomes primarily focus on what students will know or understand, but not how they will use that knowledge or understanding.	
	Curriculum Coverage		The number of outcomes is reasonable to cover essential learning of the core course(s). There are not too many outcomes (suggesting that some can be combined) or too few (suggesting that outcomes need to be unpacked).	The outcomes either fail to cover essential learning within the core course(s) or address tangential areas	
Assessment is an on-going process	On-going		Assessment is an on-going process of data collection, evaluation, and improvement with outcomes scheduled to be assessed over a reasonable period of time (about every 4 years).	Not all outcomes are scheduled to be assessed or assessment is occurring on an episodic basis.	

	Assessment Action	As appropriate, action(s) have been taken, based on the findings from past assessments. The effect of those actions on student learning and outcome achievement have been assessed and evaluated (collection, evaluation, action, and evaluation of action)	As appropriate, action(s) have been taken on the findings completing an assessment cycle (collection, evaluation, and action).	Assessment takes place, but there is no documentation that results are used to inform departmental discussions or decisions about curriculum, teaching strategies or student learning.	
Alignment of Core Learning Outcomes (Map)				The portion of the Core Learning Outcome that is addressed is clearly identified	Presence or absence of outcome identified for each of the Core Learning Outcomes.	
Methodology	Direct Assessment	Multiple assessments (including, but not limited to, direct assessments of student learning; e.g., essays, exam items, assignments, presentations, etc. and rubrics/scoring guides as appropriate) appropriate for each learning outcome being measured.	Direct assessment in which student work (essays, exam items, assignments, presentations, etc. and rubrics/scoring guides as appropriate) has been selected that is appropriate for each learning outcome being measured	Only indirect assessments, that do not directly examine student work, are being used. Possibilities include student self-perception, grades that are not specifically linked to outcomes, faculty evaluations that are not linked to student work.	
	Collection		Student work is an appropriately collected sample (simple random or systematic), a population, or otherwise suitably selected to ensure that results are representative and the amount of work is feasible for the assessment committee	Assessment materials do not include student work and/or are gathered on a volunteer or an ad hoc basis. The collected materials are either too little or too much for the committee to reasonably examine.	
	Collaborative Effort	Evaluation and analysis of student work is shared by multiple faculty members and, when appropriate, procedures for improving rater agreement (inter rater reliability) are indicated	Evaluation and analysis of student work is shared by multiple faculty members.	Assessment of student work or other assessment materials takes place in isolation and/or analysis of results is primarily handled by a single individual	
Performance	Performance	Target level or performance expectations are indicated for students at various points within the program reflecting expected development	Target level or performance expectations are indicated for the assessment and appear appropriate.	Criteria for different levels of performance have been indicated, but expectations are not clearly identified or are inappropriate (much too high or too low).	

Enclosure 3)

AY2019 Division Assessment Report Template

DIVISION: _____

POINT OF CONTACT: _____

COMMITTEE MEMBERS: _____

DATE: _____

I.   Actions taken based on previous years' assessment activities. Include relevant supporting data as an appendix—it is not necessary to provide entire core assessment reports that were submitted at the end of the academic year.

II.   Division level review of the effectiveness of the core curriculum.
1. Indicate the overall effectiveness of the core (and its constituent courses) by drawing from core assessment reports and intra (and as appropriate inter) divisional conversations among faculty.
2. Explain how the divisional assessment committee will provide feedback to the department/program chairs, faculty, and committees responsible for assessment of the core curriculum.
3. Describe plans to improve student learning, the curriculum, or assessment, as appropriate given the results.
4. Indicate to what extent inter/intra division coordination, discussion, and plans for future activities related to the core are taking place or planned.

Direct, and as appropriate indirect evidence, of student learning and the programmatic decisions based on this evidence should be summarized in the body of the report. However, supplementary materials such as assessment instruments, graphs and tables of results, and other relevant supporting information should be included as appendices.