

Annual Student Learning Report

Name: _____ Title: _____

Academic Program: _____

Dean's Signature: _____

Note: The Annual Student Learning Report (formerly called the Annual Assessment Report) is due **July 15, 2006**. Attention to the deadline is crucial this year, since the Student Learning Reports form part of the basis for our campus re-accreditation self-study. Please submit the Annual Student Learning Report to your Academic Dean. You will need to include this form as well as additional pages as needed to answer the questions below. Please submit a separate report for each degree program (e.g., if you have both an undergraduate degree program and a graduate degree program, you will need to submit two reports).

Part I

1. Discuss in what ways, if any, assessment results have been used during the past year to make changes to the program, e.g., curricular changes. If you have made changes, please submit any documentation you may have that documents those changes (e.g., copies of highlighted catalog copy, minutes from departmental meetings).

2. The list below shows various components or characteristics of an assessment system. These items represent a system that all programs should work to incorporate into their assessment plans. Based on the assessment report that was submitted for your program last year, we have indicated which components we thought your program was utilizing in 2004-05.

<u>2005</u>	<u>2006</u>	<u>Assessment Component or Characteristic</u>
		Identification of student learning outcomes
		A system that focuses on "looking across students" (assessing individual students and then looking across students to see how the students as a whole are performing)
		Assessment mechanisms (e.g., tests, senior papers, closure projects)
		Linkage between assessment mechanisms and student learning outcomes
		A system or procedure for collecting, analyzing, and using assessment data
		Using assessment data to make changes to the program, e.g., curricular changes

(continued on the following page)

We are interested in the progress your program has made during the past year regarding the assessment of student learning outcomes.

- a) Please indicate in the table shown on the previous page which assessment components your program utilized during the 2005-06 academic year.
- b) Please describe the progress your program has made in the assessment of student learning outcomes during the 2005-2006 academic year. Please see the program-specific comments attached on the following page and incorporate your response to these questions/issues in your answer. If you have already addressed an issue in question #1, you do not need to address it again. (We would appreciate your enclosing samples of any forms that you are using in the assessment process, e.g., rubrics, forms used to summarize and analyze assessment data.)
3. Listed below are some additional components or characteristics of an assessment system. Please indicate whether these components/characteristics are included in your program's assessment system. These items are not required for a solid assessment plan, but may be desirable.

<u>Yes</u>	<u>No</u>	<u>Assessment Component or Characteristic</u>
		Some type of culminating course or project
		Curriculum mapping (tying student learning outcomes to particular courses)
		Multiple points of assessment
		Some form of quantitative analysis (e.g., percentages, means)
		Use of technology

Part II

The Assessment Task Force is beginning a one-year project regarding the assessment of learning outcomes. That project will involve academic and student services units identifying ONE learning outcome that will be measured and used to evaluate student learning or student success. The project will proceed on the following schedule:

- July 15, 2006: Programs or units will identify ONE learning outcome to study. This learning outcome should be one that the unit has not fully studied in the past or a learning outcome for which the unit desires to change its assessment process.

Learning outcome to be assessed in this project:

- November 1, 2006: Programs or units will submit a brief description of the process by which the learning outcome will be assessed (1-2 pages). The process involves
 - Determining the measures to be used (course, essay, test, survey, focus group, etc.);
 - Developing a system for gathering and analyzing data or evidence (rubrics or Primary Trait Analysis, which are scoring tools used to lay out specific expectations for an assignment or activity, can be very helpful in this stage of the process because this kind of evaluation instrument will allow you to score individual student's assignments or examine the use of a particular service and then gather data to look across students);
 - Reflection on the data or evidence that results in curricular or program change.

- April 27, 2007: A portion of the program or unit's annual assessment report will reflect progress towards developing or revising an assessment process for the learning outcome (this section should be brief: 1-2 pages). The report should indicate how much of the process has been implemented. Measures of assessment as well as the process for gathering and evaluation of data should be described. Every effort should be made to collect data on the learning outcome during the 2006-07 academic year.

- September 15, 2007: A final report should indicate how the program or unit has looked across students and evaluated assessment data. The report should indicate how the assessment process indicates student success and/or how the program or unit is making changes to improve student success. Report should be no more than 3 pages in length.

Programs or units needing help with any of the reports or any of the assessment processes outlined above should contact Dr. Karen Moranski, Chair, Assessment Task Force (moranski.karen@uis.edu). She will insure that a member of the Assessment Task Force provides assistance. Additional help may be found on the Assessment Task Force web site (<http://www.uis.edu/assessment/>) as the year progresses.