

**Evaluation Form for Assessment Lead**  
**Annual Learning Outcomes Assessment Report**  
**2017-2018**

Degree Program:  
 Department/School:  
 Program Chair/Director's Name:  
 Report Writer's Name (if different than chair/director):  
 Chair/Director or Report Writer's Email:

Previous year's ratings (1-4)		
Process: 3	Performance: 2	Progress: 3

**Rating Guide:**

Rate each area as follows: **1 = Needs improvement; 2 = Needs minor improvement; 3 = Meets Requirement; 4 = Exceeds Requirement**

I. Overall Process Section Ratings Criteria	N/A	1	2	3	4
• Learning outcomes are clearly and appropriately written.					*
• At least two university assessment themes are supported (Interdisciplinary programs, Faculty-Student Research, Global Education, Personalized Education & Student Writing).					*
• Curricular Map is attached and depicts a clear and sufficient crosswalk of learning outcomes and courses.			*		
• Learning outcomes are published across program materials.				*	
• Evidence of learning is sufficient for assessment of the learning outcomes.				*	
• All assessment tools are attached.					*
• Assessment tools are clearly tied to the learning outcomes and contain distinctive levels of evaluation.			*		
• Level of achievement seems appropriate for the learning outcomes.				*	
<b>Overall Rating for Process Section</b>				<b>3.5</b>	
<p><b>Comments for Process Section: The program has made progress on the previous concerns identifying SLOs and clarifying student assessment and achievement. Further, the program includes all students' assessments. A recommendation would be for the program to include a complete curricular map that identifies where SLOs are introduced, reinforced, and mastered. Further, it may help to clarify how assignments and rubrics support these outcomes it may be helpful to link course syllabi in the curricular map. Finally, it may benefit the program to expand the all assessment rubrics to include definitions of student assessment levels beyond headlines such as the Behavior Case Study Rubric.</b></p>					

II. Overall Performance Section Ratings Criteria	N/A	1	2	3	4
• Explanation of levels of achievement captures either satisfactory achievement levels or unsatisfactory achievement levels <u>with</u> strong justifications/rationale.				*	

<ul style="list-style-type: none"> <li>• Student performance data is attached or on the report with appropriate analysis.</li> </ul>					*
<ul style="list-style-type: none"> <li>• Student performance data consistently supports the explanation of levels of achievement.</li> </ul>					*
<ul style="list-style-type: none"> <li>• 3-year performance data is attached or on the report; and the data is reasonably comparable. Any gaps in the data trend are appropriately explained.</li> </ul>					*
<b>Overall Rating for Performance Section</b>					*
<p><b>Comments for Performance Section: The program has attached and discussed two prior years of data. The program identified the goal of ensuring students are professionally prepared and as a result, support students' successful outcomes through a series of formative steps ensuring a positive summative outcome. Further, the program references prior feedback and active actions taken to improve program. The program will greatly benefit from completion of the identified program improvement actions.</b></p>					

<b>III. Progress Section Ratings Criteria</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Student performance data and analysis were satisfactorily shared with faculty and students.</li> </ul>				*	
<ul style="list-style-type: none"> <li>• The narrative clearly responds to past years' recommendations.</li> </ul>					*
<ul style="list-style-type: none"> <li>• The narrative provides insights and learning points based on data analysis of student performance.</li> </ul>					*
<ul style="list-style-type: none"> <li>• The program articulates a good plan for program improvement (i.e., closing the loop).</li> </ul>				*	
<b>Overall Rating for Progress Section</b>					*
<p><b>Comments for Progress Section: The program continues to make progress on the recommendations from the prior year. The program is continuing to refine and expand rubrics. The program has integrated Taskstream as an essential tool to collect student input and program assessment output. As a result, students receive ongoing formative feedback assisting students in learning program SLOs supporting their mastery as required by the State.</b></p>					