**Program Assessment of Student Learning Annual Report Template**Revised 6 April 2023

**Instructions:**

1. Please submit a separate Program Assessment of Student Learning Annual Report for each program in your department.
2. All student learning outcomes in each program are assessed following a one- or two-year cycle.
3. An annual assessment period each year is an Academic year: Fall, Spring, Summer.
4. The Program Assessment of Student Learning Annual Report is due the Fall semester *(November 15th)* reporting on results from the previous Academic Year. Please submit through the ‘Program Assessment of Student Learning Reporting’ form available on the Institutional Effectiveness and Quality Improvement’s Assessment website *(*[Assessment - Fort Hays State University (FHSU)](https://www.fhsu.edu/ieqi/assessment))

**Part I: Program Assessment of Student Learning Information**

Assessment Period (Academic Year): *2023*

College:

Department:

Program:

Student Learning Outcomes assessed in the Program (PLO): Please list all of the program’s student learning outcomes assessed during this assessment period. If no assessment was conducted, please proceed to Part III.2.

PLO #1:

PLO# 2:

PLO #3:

Curriculum Map:

Please provide a curriculum map indicating where in your program the above student learning outcomes are addressed as well as assessed in the curriculum.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Courses\PLO | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Course 1 | 1 | 1/2 | 1 |  | 1 |
| Course 2 | 1 | 3 | 2 | 1 |  |
| Course 3 | 2 |  | 3**A** | 2 | 2 |
| Course 4 | 3**A** |  |  | 3**A** |  |
| Course 5 |  | 3**A** |  |  | 3**A** |

1=introducing, 2= developing, 3=fulfilling

Mark with the letter “**A**” where the PLO will be assessed

Submitted By: Name, title Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed By: Reviewer name, title Date Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part II: PLO Assessment Report**

Please fill out one table for each PLO assessed during the assessment period. If no PLO is assessed, please skip to Part III.2.

|  |  |
| --- | --- |
| **Title of the Program:** |  |
| **PLO # 1** | *Ex) Students will demonstrate the ability to analyze and respond to …...* |
| **Assessment Measure(s):** | Information to include: Direct or Indirect, Measure types, Source, Date/Semester  Ex) Direct #1, Written assignment, ECON 401, Fall 2022,  Direct #2, Subfield score on ETS Exam, External, exam date - 10/27/2022 |
| **Targets, Standards, or Benchmarks:** | Ex) At least 70% of the students score 80 or higher on the direct measure #1.  The target average subfield score of the ETS exam is 165. |
| **Data Results:** | Total Number of Students assessed:  #, % of students met Target, Standards, or Benchmark: |
| **Review / Analysis:** | *Analyze the results by comparing this year’s results to previous years. Identify trends, assumptions, and/or implications based on the data.* |
| **Curricular changes needed for Improvement:** | *Please describe what (if any) curriculum changes are necessary to address issues indicated by assessment analysis. If no changes are necessary, please explain.* |
| **Action Plan for next assessment period:** | *Please outline the specific action(s) to be carried out, by who(m), and by when should the action be carried out. If no actions are required at this time, please detail why.* |
| **Review, Analysis, and Plan by:** | Name(s), title(s)  Date: |

|  |  |
| --- | --- |
| **Title of the Program:** |  |
| **PLO # 2** | *Ex) Students will be able to* *explain …* |
| **Assessment Measure(s):** | Information to include: Direct or Indirect, Measure types, Source, Date/Semester  Ex) Direct #1, Written assignment, ECON 401, Fall 2022,  Direct #2, Subfield score on ETS Exam, External, exam date - 10/27/2022 |
| **Target, Standards, or Benchmark:** | Ex) At least 70% of the students score 80 or higher on the direct measure #1.  The target average subfield score of the ETS exam is 165. |
| **Summary Data Results:** | Total Number of Students assessed:  #, % of students met Target, Standards, or Benchmark: |
| **Review / Analysis:** | *Analyze the results by comparing this year’s results to previous years. Identify trends, assumptions, and/or implications based on the data.* |
| **Curricular changes needed for Improvement:** | *Please describe what (if any) curriculum changes are necessary to address issues indicated by assessment analysis. If no changes are necessary, please explain.* |
| **Action Plan for next assessment period:** | *Please outline the specific action(s) to be carried out, by who(m), and by when should the action be carried out. If no actions are required at this time, please detail why.* |
| **Review, Analysis, and Plan by:** | Name(s), title(s)  Date: |

**Part III: Closing the Loop**

1. Please describe any improvement(s) in student learning observed in the program when comparing results from prior assessment periods. Were these improvements in student learning the result of curriculum changes implemented or assessment process changes? Please describe any actions taken during the reporting period, and how program faculty were involved in this process.
2. Please describe the issues, concerns, and other barriers from prior or current assessment periods and how they were resolved to advance the assessment of the program learning outcomes.

**Glossary**  
  
For the purposes of this process, we use the following common definitions for assessment terminology:

1. Institutional Learning Outcome (ILO)—FHSU will establish the general education learning outcomes as its institutional learning outcomes. These outcomes will be measurable, have a direct assessment associated with it, and be measured on a periodic basis systematically in a manner proposed by the General Education Committee and approved by the Faculty Senate. These outcomes are currently referred to as the FHSU Core and can be reviewed at the following website: https://www.fhsu.edu/liberaleducation/core
2. Program Learning Outcome (PLO)—a measurable **learning** outcome associated with a particular approved degree program, it’s associated major, and possibly, concentration which students should be able to demonstrate upon completion of the program.
3. Course Learning Outcome (CLO)—a measurable **learning** outcome associated with a particular course offered in the curriculum within a degree program.
4. Degree Program—one of the officially approved degree programs at FHSU found on the Kansas Board of Regents program inventory (https://www.kansasregents.org/academic\_affairs/program\_search). For example, BBA in Accounting. Note that a major is not the same thing as a degree program and multiple majors may exist for the same degree program. For example, the Bachelor of Science degree has multiple majors throughout the university.
5. Concentration—Technically, comprises a minimum of 21 hours at the bachelor’s level and 12 hours at the master’s level. A degree program and major may have multiple concentrations.
6. Learning Goals/Objectives—goals and objectives are often used on syllabi. In general, they do not include a measurable component and are not associated with an assessment. Learning outcomes are preferable for assessment.
7. Curriculum Mapping—a process to address a set of learning outcomes with a curriculum. The process helps to identify and to address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence and its effectiveness of a course of study. It can also be used to identify where a learning outcome assessment can be planted in the series of courses.

A curricular mapping example is provided below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Courses\PLO | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Course 1 | 1 | 1/2 | 1 |  | 1 |
| Course 2 | 1 | 3 | 2 | 1 |  |
| Course 3 | 2 |  | 3 | 2 | 2 |
| Course 4 | 3 |  |  | 3 |  |
| Course 5 |  | 3 |  |  | 3 |

1=introducing, 2= developing, 3=fulfilling

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Courses\PLO | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Course 1 |  |  |  |  | 1 |
| CLO1 | x |  | x |  | x |
| CLO2 |  | x |  |  |  |
| CLO3 |  |  |  |  |  |
| Course 2 |  |  |  |  |  |
| CLO1 | x |  | x |  |  |
| CLO2 |  | x | x |  |  |
| CLO3 |  | x |  | x |  |
| Course 3 |  |  |  |  |  |
| CLO1 | x |  | x |  |  |
| CLO2 |  |  | x | x | x |
| CLO3 | x |  | x | x |  |
| Course 4 |  |  |  |  |  |
| CLO1 | x |  |  |  |  |
| CLO2 | x |  |  | x |  |
| CLO3 |  | x |  | x |  |
| Course 5 |  |  |  |  |  |
| CLO1 |  | x |  |  | x |
| CLO2 |  | x |  |  | x |
| CLO3 |  | x |  |  | x |

CLO: Course Learning Outcomes.

1. Assessment Planning – a process of identifying the course, learning activities, tools and methods, and standards that will enable measurement of the individual student achievement of each outcome. An example is provided below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Assessment Measure(s) | Targets, Standards, or Benchmarks | Source of Assessment:  Embedded (courses) or External | Time line |
| PLO1 | Presentation | 85/100 | Course 2 | Fall 2022 |
| PLO2 | Mid Term part A | 45/50 | Course 3 | Fall 2022 |
| PLO3 | Final Exam part B (Question 7 -12) | 45/50 | Course 3 | Spring 2023 |
| PLO4 | A presentation | 85/100 | Course 4 | Fall 2022 |
| PLO5 | A term paper | 80/100 | Course 5 | Spring 2023 |

**Annual Process Timelines**

* Beginning of the Fall semester: The routine cycle of yearly assessment of PLOs begins with the close-the-loop process where faculty review and analyze the assessment data from the previous academic year (Fall, Spring, Summer semesters). Faculty identify the student learning outcomes associated with their program to assess for the upcoming academic year and conduct or adjust their assessment plan.
* Program Assessment of Student Learning Annual Report is Due November 15th, reporting on the previous Academic Year’s results. If November 15th falls on a Saturday, Sunday or legal holiday, the due date is delayed until the next business day. The report should be submitted through the ‘Program Assessment of Student Learning Reporting’ form available on the Institutional Effectiveness and Quality Improvement’s Assessment website *(*[Assessment - Fort Hays State University (FHSU)](https://www.fhsu.edu/ieqi/assessment))
* During Fall, Spring, Summer semesters: The course-embedded or external assessments are implemented according to the assessment planning worksheets. Faculty submits the assessment data from either Blackboard or AEFIS to program assessment coordinators to prepare and collect program learning outcome assessment report.

**Best Practice Tips**  
  
1. Clearly communicate the necessity of identifying and systematically collecting student learning outcome data associated with their program as an HLC accredited institution. HLC Criterion 4 of Teaching and Learning: Evaluation and Improvement states: “The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.” More specifically, HLC Criterion 4.B outlines “The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.” Institutions must show processes that are embedded throughout the institution, data collection on these processes, and then the interpretation of these data to make improvements. Communicate that the process we have chosen to use for this process is a good practice across many institutions and is independent of an executive leadership change at the institution. It is unlikely that executive change will force units and faculty to divert to a different assessment process.

2. Departments should identify 5-12 student learning outcomes per degree program. Fewer student learning outcomes per program is better in order to control the amount of assessment work required. In degree programs and majors with multiple concentrations, departments should make decisions about whether or not to measure the concentration or not. However, concentration related student learning outcomes should be restricted to no more than 2 or 3 of the total student learning outcomes chosen for assessment of the program.

3. Avoid the temptation to “over measure.” The breadth across all programs rather than the depth of our assessment process in the institutions is of greater concern to inform improvement. Minimize the number of assessments chosen to inform an outcome. Keep things simple. A single direct measurement is all that is required to measure a student learning outcome of the program. Departments may want to focus upon courses identified as level 3 (“fulfilling”) for purposes of assessment planning.

4. Constructing appropriate and measurable program student learning outcomes is a critical step as departments begin this work. Be sure to use some form of Bloom’s Taxonomy for guidance.

5. Blackboard and AEFIS have been identified as the primary systems we will use to collect, document, and archive program learning outcome results; however, academic departments may collect data outside of these systems and catalog it appropriately. All learning outcomes, curriculum mapping, assessment plans, and program student learning outcome data can be loaded into AEFIS to ease the collection and reporting expectations of your assessment process.

If you have any questions, please reach out to Andrew Cutright, the Interim Director of University Assessment, at x4540, Sheridan Hall 214, or abcutright@fhsu.edu

Finally, as part of the University’s initiative to enhance student success and embrace a culture of student learning assessment, the University has established two awards stemming from programs’ efforts and participation in the assessment process: *1) The Advancing Assessment Award; 2) The Closing-of-the-Loop Award*. Each of these awards is presented annually at Spring Convocation and come with both recognition received as well as a monetary award to the program’s department. To be eligible for the award, a program must submit a Program Assessment of Student Learning Annual Report to the Department of Assessment *(abcutright@fhsu.edu)* prior to the submission deadline of November 15th. To clarify how award winners are determined, the University Assessment Committee makes available the Program Assessment of Student Learning Report Rubric to better help faculty see how their reports will be judged. The Program Assessment of Student Learning Report Rubric is included on the following page.

