

# Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

\* Required

\* This form will record your name, please fill your name.

1. Degree Level and Program Name (e.g. BA History, MS Physician Assistant, JD Law, DDS Doctor of Dental Surgery): \*

## 2. College/School \*

- ☐ School of Architecture
- ☐ College of Business Administration
- ☐ School of Dentistry
- ☐ College of Engineering & Science
- ☐ College of Health Professions and McAuley School of Nursing
- ☐ School of Law
- ☐ College of Liberal Arts & Education

## 3. Assessment Overview

Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example in #8 below. Limit is 100 words. \*

## 4. Student Learning Outcomes

Which student learning outcome(s) from the assessment plan are being reported on in this report? Include the corresponding benchmark(s) for each outcome. See example in #9 below. \*

5. For which institutional outcome(s) do the reported student learning outcome(s) align? \*

- ☐ I. Jesuit & Mercy Values: Students will be able to apply Jesuit and Mercy Values to their personal and professional responsibilities.
- ☐ II. Diversity & Cultural Awareness: Students will value multiple perspectives of diversity and human difference through exposure to a variety of cultures, communities, and contexts that prepare them to work and live in diverse settings, and to engage as citizens of the world.
- ☐ III. Critical Thinking & Problem Solving: Students will be able to comprehensively explore a problem; make connections between information before accepting or formulating an opinion, solution, or conclusion; and conduct ongoing evaluation.
- ☐ IV. Communication: Students will be able to communicate effectively within academic, professional, and civic contexts using genres and/or modalities appropriate for their purpose and audience.
- ☐ V. Professionalism & Ethics: Students will behave in a professional and ethical manner, exhibiting honesty, fairness, equality, dignity, integrity, and respect for individual rights and differences in all interactions.
- ☐ VI. Lifelong Learning: Students will develop foundational skills for lifelong learning, including curiosity, transfer, independence, initiative, and reflection.
- ☐ None

6. Assessment Period: Select the academic year for which you are reporting results (e.g. when data were collected): \*

- ☐ 2019-2020
- ☐ 2020-2021
- ☐ 2021-2022
- ☐ 2022-2023
- ☐ 2023-2024

## 7. Results, Planned Actions, and/or Actions Taken

Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality. See example in #10 below. Limit is 100 words. \*

## 8. Example: Assessment Overview

The BA Economics program has three student learning outcomes, with one outcome assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments (e.g. exams, quizzes, and projects using rubrics).

☐ No Reponse Needed

## 9. Example: Student Learning Outcomes

Referencing the BA in Economics Program Assessment Plan on file with the University Assessment Team, one outcome is being assessed in this cycle. Student Learning Outcome #2: Express Qualitative and Quantitative Tools of Analysis - Students will demonstrate a familiarity with qualitative and quantitative analysis in explaining economic theories that underlie social and economic problems. The benchmark for success is to have all students earn a rubric equivalent score of a C or better on the research project in ECN 4355.

☐ No Reponse Needed

10. Example: Results, Planned Actions, and/or Actions Taken

80% (16/20) of the ECN 4355 students earned a rubric equivalent score of C or better on the research project, which is below the 100% benchmark. The aggregate mean rubric scores (using a 4-point scale) indicated students' strengths in theory knowledge (3.1) and qualitative analysis (3.2). Students' opportunities for improvement were in interpreting economic models (2.1) and performing quantitative analysis (2.2). In response to these results, the department reviewed and revised the course objectives, instructional materials, assignments, and rubric to improve student success in the identified areas.

☐ No Response Needed

11. Before submitting this form please review the current assessment plan for your program to ensure alignment of outcomes with current professional and/or accrediting standards. \*

☐ Outcomes are aligned with current professional and/or accrediting standards.

☐ Outcomes are NOT aligned with current professional and/or accrediting standards; therefore, we will need to update our assessment plan that is on file.

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