

Assessment Reflection Survey 2018

Q1 For which department/program are you reporting?

- Music (1)
- Visual Arts (2)
- Theatre and Dance (3)
- Digital Media (4)
- Academic English Program (5)
- Business (6)
- Education (7)
- Human Development and Family Science (8)
- Psychology (9)
- Sociology, Anthropology & Criminal Justice (10)
- Sustainability (11)
- Social Work (12)
- Teaching Education Program (13)
- Biblical and Religious Studies (14)
- Communication (15)
- English (16)
- Ethnic and Area Studies (17)
- Humanities Peace and Conflict Studies (18)
- History (19)
-

- Modern Languages (20)
- Philosophy (21)
- Politics and International Relations (22)
- Biological Science (23)
- Chemistry and Biochemistry (24)
- Computer and Information Science (25)
- Engineering (26)
- Health, Nutrition and Exercise (27)
- Mathematics, Physics and Statistics (28)
- Nursing (29)
- Grad Business and Leadership (30)
- Grad Conducting (31)
- Grad Counseling (32)
- Grad Education (33)
- Grad Nursing (34)
- Grad Higher Education (35)
- Grad Occupational Therapy (36)
- Grad Dietetic Internship (37)

End of Block: Identify Program

Start of Block: Reflect on Last Year's Action Plans

Q2 What did you do to improve student learning this academic year? Record notes on the department's evaluation of the action plans, noting any additional steps needed to continue improvements.

Q3 In order to best answer the questions that follow, please refer to your department's assessment plans. We are gathering this information in order to know how your self-evaluation of your assessment plans and document changes over time.

Q4 Reflect on your current stated program level learning outcomes and the measures you selected to gauge student progress on the objectives.

End of Block: Reflect on Last Year's Action Plans

Start of Block: Learning Objectives

Q5 Student Learning Objectives are clear, measurable, aligned with ULOs/GLOs and representative of the range of learning that is important for this program

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
Click your response (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 What (if any) changes might you make based on your self-assessment of your programs' objectives?

End of Block: Learning Objectives

Start of Block: Measures

Q7 As a best practice, each stated learning objective should have at least one direct measure of student progress on the learning (e.g. score on performance exam, rubric from a writing assignment). Your assessment plan should incorporate data from a variety of sources (e.g. survey, exam, project, pulled from a variety of courses) and use indirect measures (e.g. survey, purely qualitative data) strategically.

Q8 The assessment plan's measures accomplish the goals above.

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
Click your response (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Are there more effective or efficient ways to assess the learning outcomes? What (if any) changes might you make to the measures based on the department's self-assessment?

End of Block: Measures

Start of Block: Evaluating Student Success

Q10 When you examine the targets (expectation for student performance) you have set, consider what the targets mean to your department. Targets should be indicators of student success; they should express the department's expectations for students' proficiency in achieving each stated objective.

As a best practice, targets should:

- Be challenging yet achievable based on evidence of past student performance
- Be based on professional standards and/or prior data and experience with student work
- Reflect the level of performance a novice professional should be able to demonstrate
Be set at a level to inspire program improvement

As the department discusses assessment results, please guide them to consider:

- Strengths and weaknesses in student performance, rather than just met/not met targets
- Reasons for unmet targets, which will help you create action plans that will improve learning:
 - Consider the specific deficiency in the outcome. What was the department hoping to see? Where in the curriculum do students learn this knowledge/skill? Is the learning reinforced/developed as students progress through the curriculum?
 - Is the measure giving the department an accurate depiction of students' learning? Are there ways to change the measure or add additional measures to the assessment plan to see a more complete picture of the learning outcome?
 - Is the low performance due to extenuating circumstances such as a lower performing class of students? If so, this should be noted.

Q11 The assessment plan's targets meet the goals outlines above.

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
Click your response (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Discuss the reasons for lower-than-expected performance. Record notes from your department discussion identifying probable causes for the lower-than-expected results.

End of Block: Evaluating Student Success

Start of Block: Action Plans

Q13 Please work with the department to create action plans from your discussion of student performance on assessment measures. Please make sure the action plans are specific and clear so that the department/program can later assess the extent to which the plans were effective.

NOTE: Action must be recorded in WEAVE.

It is essential that all departments/programs enter all assessment information in WEAVE no later than May 30 so that we do not have gaps in data collection. Our contract with WEAVE is ending very soon, and we will collect data using AEFIS starting Fall 2018.

Q14 Based on your discussion of this year's assessment data, how can the department address weaker performance areas?

- Improve instruction on the topic in a required course (1)
 - Add instruction into additional courses at higher/lower levels (2)
 - Adapt instruction to students' learning needs (3)
 - Adapt assessment to students' learning needs (4)
 - Change an assignment/add an assignment (5)
 - Add a course requirement (6)
 - Change a course requirement (7)
 - Change eight semester course sequencing to ensure student learning is appropriately scaffolded or better aligned with particular general education requirements (8)
 - Drop redundant programming in order to focus on areas that need more attention (9)
 - Make changes to instructional design elements (Canvas resources, rubrics, discussions) (10)
 - Increase use of teaching and learning resources for faculty members (11)
 - Increase use of campus academic resources for students (learning center, writing center, library, peer mentoring) (12)
 - Other (explain) (13) _____
-

Q15 How can the Assessment Office or Assessment of Student Learning Committee help you in your assessment work? (Select all that apply)

- Involving relevant stakeholders in the assessment process (students, employers, educators, alumni) (1)
 - Revising program learning objectives to better reflect the distinctive knowledge and skills students gain by completing your curriculum (2)
 - Selecting appropriate measures/revising measures (3)
 - Developing a manageable timeline for data collection and analysis (4)
 - Determining challenging yet achievable targets (5)
 - Creating/prioritizing/executing action plans (6)
 - Communicating assessment results to prospective students and other relevant stakeholders (website, Facebook, Twitter, etc.) (8)
 - Other (7) _____
-

Q16 If we have follow up questions about your responses, who should we contact?

- Name (1) _____

End of Block: Action Plans
