**Program-Level Assessment Report Feedback Form**

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| Program:  | Department:  |
| Assessment Contact: Report Year:  | College/School: Date of Feedback:  |

The purpose of this form is to provide feedback to program faculty about their student learning assessment practices and processes based on the information submitted in the annual program-level assessment report. The form is set up to match the assessment report template and the scale used to provide ratings is as follows:

Met: The assessment process and/or report content fully meets this expectation.

Partially Met: The assessment process and/or report content partially meets this expectation.

Not Met: The assessment process and/or report content does not indicate that this expectation was met or the report content does not include this information

**The University Assessment Committee encourages program faculty to use this feedback as they plan, implement, and report on their assessment of student learning efforts**.

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| **1. Student Learning Outcomes (SLOs)** | **Rating** |
| 1. SLOs are written using appropriate SLO format and language, such that they are:
* The educational result of tasks, experiences, or assignments
* Focused on what graduates of the program should know, think, or be able to do
* Clear, specific, and observable
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| 1. A manageable number of SLOs are assessed in the report year.
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| Comments and/or recommendations: |
| **2. Assessment Methods: Artifacts of Student Learning** | **Rating** |
| 1. The artifacts include direct measures of student learning.
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| 1. The artifacts match the SLO: how students are being asked to demonstrate their learning matches with the intended learning as outlined in the SLO (e.g., an oral communication SLO is assessed via an oral presentation).
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| 1. The artifacts are only from majors/graduates of the program and represent their most advanced work.
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| 1. The number of artifacts being reviewed is manageable.
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| Comments and/or recommendations: |
| **3. Assessment Methods: Evaluation Process** | **Rating** |
| 1. The process for how artifacts of student learning were evaluated is included and is specific (language provides more than “faculty graded/examined/reviewed/assessed” the artifacts); it is clear exactly what process took place.
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| 1. The evaluation process is a good fit with the student learning outcomes and artifacts of student learning.
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| 1. Any tools (e.g., rubric, checklist, survey, spreadsheet) used in the evaluation process are identified, described, and attached.
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| 1. The evaluation tools are appropriate for the artifacts of student learning and are high-quality.
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| Comments and/or recommendations: |
| **4. Data/Results** | **Rating** |
| 1. The actual data is shared and not just summarized. (Statements such as “The data indicated success in achieving SLO 1” or “The students were rated to meet expectations” or “The majority of students…” are too vague.)
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| 1. The data is aligned with each SLO that it supports and is reported out separately by SLO.
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| 1. Data is presented in a way that is easy for the reader to understand and there is explanation or context for any numbers shared so the reader understands what they are looking at.
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| Comments and/or recommendations: |
| **5. Findings: Interpretations and Conclusions** | **Rating** |
| 1. Findings are specific to and address all data collected.
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| 1. Findings identify learning gaps and possible curricular or pedagogical remedies.
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| 1. Findings identify successful student achievement of outcomes and associated strengths of curriculum and pedagogy.
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| Comments and/or recommendations: |
| **6. Closing the Loop: Dissemination and Use of Current Assessment Findings** | **Rating** |
| 1. Program faculty have shared and discussed these results and findings from this cycle of assessment with each other.
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| 1. Program faculty have identified how they are using these findings to improve teaching and learning in their program.
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| 1. The actions identified are supported by the findings.
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| Comments and/or recommendations: |
| **7. Closing the Loop: Dissemination and Use of Previous Assessment Findings** | **Rating** |
| 1. Program faculty identified and implemented a change based on assessment findings.
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| 1. Program faculty have assessed the change and have learned more about student learning, their program/curriculum, and/or pedagogy as a result.
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| 1. Program faculty have identified how they plan to use this information moving forward.
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| Comments and/or recommendations: |

**Additional Comments or Recommendations:**