**Undergraduate Assessment Committee Institutional Summary Report**

*Review of Undergraduate Program Assessment Reports*

2015-2016

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| **Programs Completing Biennial Assessment of Student Learning (BASL) Reports:** | **Programs on Action Year**  (focused on implementing action plans, provided learning outcome updates and action plans): |
| Art  Athletic Training  Biology  Biology-Chemistry  Chemistry  English  Environmental Studies  Exercise Science  Health & Physical Education  Mathematics  Modern Languages  Music  Peace Studies  Philosophy  Physics  Religious Studies | College of Business  Communication Studies  Criminal Justice  Economics  Education  History\*  Political Science\*  Psychology  Social Work  Sociology  Software Engineering |

\* *No report submitted*

**Common themes from program reports**

***Strengths:***

* 1. Most programs have clear mission statements and goals for students. Mission statements reflect the broader institutional mission.
  2. Most programs have well-articulated learning outcomes that are specific and measurable.
  3. Direct assessments to measure student learning, especially Senior Comprehensive Evaluations (SCEs), align well with student learning outcomes.
  4. Experiential learning continues to be a strength in many programs. Although requirements vary, students in most programs encounter a variety of opportunities for internships, research, service learning and class projects.
  5. Graduates of most programs report success in achieving employment and/or further educational goals after graduation.

***Challenges:***

1. At least four or more programs need to provide better analysis of SCE results. The most common challenge is that results are presented with overall averages (e.g. High Pass, Pass, Fail), without breaking down results in relation to each outcome. Without this depth of analysis, it is challenging to pinpoint which outcomes are achieved and where students struggle.
2. At least four or more programs need to provide better action plans as a result of assessment findings. The most common challenge is that programs do not articulate action steps that align with the assessment results included in their reports.

**Assessment procedural observations**

1. For many faculty, assessment reporting is still considered a burden rather than a useful tool for continuous improvement to enhance student learning. Although most reports demonstrate thoughtful analysis, assessment findings do not appear to guide program planning in a consistent and proactive way.
2. Outside of assessment reporting, it is unclear the extent to which learning outcomes and assessment results are used to communicate with students about expectations of graduates and success of academic programs.
3. Some programs are not completing the assessment reports on time (in some cases, several months late or not at all). From discussions with these program faculty, it is clear that assessment activity is occurring in these programs, but the reporting is a challenge amid many competing priorities. However, delayed attention on assessment reports makes it difficult for programs to take action or request resources based on assessment findings.

**Budget/Resource findings**

Common themes from reports include requests for:

1. Funding for experiential learning opportunities (e.g. internships, student-faculty research, conference participation/presentations)
2. Faculty-line needs

***Please review attached budget summary program-specific resource needs and assessment data supporting requests.***

**Recommendations**

1. Update all program websites to ensure program mission, goals and learning outcomes are listed (currently listed under OIE website only)
2. Provide funding for departments to schedule an “assessment day” during off-contract months in order to dedicate time to assessment processes, if needed.
3. Host college-level meetings with department chairs to discuss role of assessment in program planning to ensure faculty take advantage of “action years” to implement ideas and plans generated from the assessment process.