Academic Assessment Reporting Template

Annual Academic Assessment Reporting Template
Return a completed copy to your School Dean, Director of Assessment, and Assessment Database Administrator
The information in this reporting template is related to accreditation requirements set forth by the Higher Learning Commission.

Section 1: Contact and Program Information	
Name/s (Please include all persons completing this report)	
Academic Year covered in this report	AY 2024- 2025
School	School of
Degree Type	
Degree Program	

Section 2: Assessment Plan					
List all the program-level student learning outcomes (PSLOs). Assess a few PSLOs each year until you have assessed all within a 4-year cycle. You may collect data for each PSLO continuously and assess it on a timeline that works for your program.					
PSLO #	**Program-Level Student Learning Outcome (PSLO)**	**Alignment to Institutional Learning Outcomes**	**Course(s) where data for assessing the PSLO is gathered**	**How often is/are the course(s) offered?**	**Type of assignment or activity used to assess the PSLO**	**Do you use a rubric to grade the assignment or activity? If you do not use a rubric, how do you gather information about student performance at the PSLO level?**
Sample	*Students will achieve mastery in storytelling, as demonstrated by relaying a story told by an Elder to their class and discussing how it connects them to their community, land, and food.*	*Tradition*	*DSTR 355*	*Every Spring semester*	*Oral storytelling and discussion.*	*VALUE rubric (attached)*
1.					
2.					
3.					
4.					

Section 3: Analyzing PSLO Data and Making Decisions

Describe the assessment procedures for all PSLOs and their resulting influence on curriculum, teaching, and/or assessment processes. *Programs continuously collect data for each PSLO but may choose to analyze them on a staggered cycle, e.g. every other year. If this is the case in your program, note when you plan to analyze PSLO data (e.g. every other year in AY 2026).*

PSLO #	What is the cycle of PSLO data collection & analysis?	When student scores are averaged across each row of the rubric, what patterns emerged?	What did you learn from the data patterns?	What decisions or actions will the program take because of those findings?	How did your program follow up from assessment decisions or actions during the previous assessment reporting cycle?
Sample	*Continuous/ Every other year*	*Students demonstrated strong expertise across all four elements of the rubric, rated from 1 (novice) to 5 (expert): Dine culture (M=4.3); Self-reflection (M=4.7); Responsibility (M=4.5); and, Wellness (M=4.4).*	*Data patterns indicate students achieved strong expertise through this assignment.*	*Because of the strong data pattern, we will continue this assignment and assessment as they stand. We will watch for any data shifts in the future to ensure students continue their strong performance across all elements of the rubric.*	*Our old PSLO read, "Students will achieve mastery in storytelling." This confused students and faculty. So, we rewrote the PSLO to include "as demonstrated by….." This seemed to clarify the PSLO for students and faculty by identifying how student achievement of this outcome would be observed and measured. Data patterns seem to indicate this was a good decision on our part.*
1.					
2.					
3.					
4.					

Section 4: Valuable Assessment-Related Activities Related to Academic Program Review

1. Please describe assessment work your program conducted that was not directly related to assessing PSLOs. This may include things like curriculum mapping, revising an assessment measure, revising PSLOs, incorporating assessment discussions into program meetings, inter-rater reliability studies, rubric norming, market analysis, exploring joint-degree programs, introducing community-service options into the curriculum, etc.	
2. Please describe how the program used insights gained from assessment to integrate **non-academic** services into student learning. This may include things like inviting the Library, Writing Center, or other co-curricular and student services to conduct workshops in courses; referring students to the Wellness Center; or establishing student internship programs in a non-academic settings.	

3. Please describe how the program used insights gained from assessment to partner with other **academic** programs, including those at other universities. This may include things like articulation agreements, reverse transfers, joint degrees, collaborations with faculty in other departments to study an issue of interest, organizing professional development activities, collaborating for program development, etc.	
4. Notable **program** accomplishments, e.g. grants, faculty publications, program proposals, etc.	

Section 5: Communicating and Maintaining PSLOs

1. When were PSLOs last reviewed by all program faculty?	
2. When and how are PSLOs made available to students (include URL, if available)?	
3. How does the program ensure that PSLOs are linked to course-level learning objectives? How are the linkages communicated to students?	

Section 6: Assessment Materials

Select all relevant assessment-related items the program has developed. Please share those documents so we may archive them for you.

- o Curriculum Map
- o Student or Program Handbook
- o A program-level conflict-resolution policy for students
- o Direct measures e.g. rubrics, internship supervision evaluation forms, etc.
- o Indirect measures e.g. surveys, student feedback forms, etc.
- o Products from assessment meetings or retreats, e.g. revised assessment plans, documents, measures, or handbooks, etc.
- o Other (please specify): _____

Section 7: Assessment Support

1. What resource needs have your assessment efforts revealed?	Select all that apply:
	   o Facilities
	   o Human Capital
	   o IT/Software
	   o Professional Development
	   o Other (please specify): _____

2. Please explain your selections in the previous question.	
3. Please describe your program/unit assessment challenges and how the Office of Assessment can support you.	

Thank you for completing this report.

Academic Assessment Reporting Template Review Rubric

	Academic Assessment Reporting Review Rubric				
	This is intended as a tool to help assess the status of program assessment efforts as reported in the Annual Assessment Report Template. We hope this tool will serve as a springboard for discussion that will contribute to meaningful assessment in your program.				
	The program:	**Yes**	**Somewhat**	**No**	**Comments**
1.	Developed clear and measurable program student learning outcomes (PSLOs).				
2.	Aligned PSLOs to ILOs.				
3.	Identified course(s) in which data for assessing each PSLO is gathered.				
4.	Described the frequency of course offerings in which assessment data are gathered.				
5.	Clearly identified the assignment or activity used to assess each PSLO.				
6.	Indicated how each assignment or activity was graded or rated.				
7.	Identified the cycle of each PSLO data collection and analysis.				
8.	Described the data patterns or findings from assessment data analysis for each PSLO analyzed.				
9.	Shared what the program learned from the data patterns for each PSLO analyzed.				
10.	Described decisions or actions it will take because of the findings for each PSLO analyzed.				
11.	Shared how it followed up from assessment decisions or actions during the previous assessment reporting cycle.				
12.	Described assessment activities that were not directly related to assessing PSLOs.				
13.	Described how it used insights gained from assessment to integrate **non-academic** services into student learning.				
14.	Described how it used insights gained from assessment to partner with other **academic** programs.				
15.	Shared notable program accomplishments.				
16.	Reported a date or timeline of review of PSLOs by program faculty.				
17.	Identified when and how it makes PSLOs available to students.				
18.	Described how it links course-level learning objectives to PSLOs.				
19.	Described how it shares with students connections between course-level objectives and PSLOs.				
20.	Has developed assessment-related items such as a curriculum map, program handbook, a conflict-resolution policy, direct and/or indirect measures, etc..				
21.	Made clear connections between assessment efforts and its resource needs.				
22.	Overall, the program appears to have implemented a clear assessment process that is sustainable and meaningful to the program.				

General Comments: