Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:
Academic Year of Report:
Date Submitted:
Report author:

Contact Information:
        Phone:
        Email:

A. **Brief Introductory Statement:**
   Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html **- if this information is current, please indicate as much. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.**
   If the information is not current, please provide an update:

B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html **- if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.**
If the information is not current, please provide an update:

C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html **- if they are current, please indicate as much; we will mark the web page as**
"Last Reviewed [current date]". No further information is needed.
If they are not current, please provide an update:

Measureable Learning Outcomes

At the end of their study at WSU, students in this program will:
1) ...
2) ...
3) ...
4) ...
5) ...
6) ... etc.

D. **Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html **- if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.**
If the curriculum grid is not current, please provide an update:

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc…			

Note[a]: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ
Note[b]: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html **- if the plan current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.**
If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

a. <u>Evidence of Learning: Courses within the Major</u>
(duplicate this page as needed)

B. Evidence of Learning: Courses within the Major					
Program Learning Goal Students will…	Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1:	Learning Outcome 1.A:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
		Measure 2:	Measure 2:	Measure 2:	Measure 2:
Goal 2:	Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review
		Measure 2:	Measure 2:	Measure 2:	Measure 2:

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

b. Evidence of Learning: High Impact or Service Learning
(duplicate this page as needed)

Evidence of Learning: High Impact Service Learning					
Program Learning Goal Students will…	Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1:	Learning Outcome 1.A:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
		Measure 2:	Measure 2:	Measure 2:	Measure 2:
Goal 2:	Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review
		Measure 2:	Measure 2:	Measure 2:	Measure 2:

* At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional Information (if needed)

c. <u>Evidence of Learning: General Education Courses</u>
(duplicate this page as needed or delete if department does not offer GE courses)

C. Evidence of Learning: Courses within the Major					
Program Learning Goal Students will…	Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1:	Learning Outcome 1.A:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
		Measure 2:	Measure 2:	Measure 2:	Measure 2:
Goal 2:	Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review
		Measure 2:	Measure 2:	Measure 2:	Measure 2:

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

G. **Summary of Artifact Collection Procedure**

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
(i.e. Final Project Rubric)		(i.e. end of semester)	(i.e. electronic copies)
(i.e. Chi Tester Outcome Report)		(i.e. 2-3 times per semester)	(i.e. electronic format, chi tester warehouse)

Summary Information (as needed)

Appendix A
(Delete this page if it is not needed)

Report of progress on 'non-learning-outcome recommendations' from previous 5 year program review (optional):

Date of Program Review: ####	Recommendation	Progress Description
Recommendation 1	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 2	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 3	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
(add as needed)		

Please respond to the following questions.

1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

   To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

2) With whom did you share the results of the year's assessment efforts?

3) Based on your program's assessment findings, what subsequent action will your program take?