Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:  
Academic Year of Report: 2015/16

Date Submitted:

Report author:

Contact Information:

Phone:

Email:

1. 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**](http://www.weber.edu/portfolio/departments.html) - if this information is current, please place an ‘X’ below. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

\_\_\_ Information is current; no changes required.  
\_\_\_ Information is not current; updates below.

Update:

# B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: [**http://www.weber.edu/portfolio/departments.html**](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:

\_\_\_ Information is current; no changes required.

\_\_\_ Information is not current; updates below.

**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**](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:

\_\_\_ Information is current; no changes required.  
\_\_\_ Information is not current; updates below.

Measurable 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**](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:

\_\_\_ Information is current; no changes required.  
\_\_\_ Information is not current; updates below

Curriculum Map

| Core Courses in Department/Program | Department/Program Learning Outcomes | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Etc… |  |  |  |
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*Notea*: 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

*Noteb:* 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.  
  
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.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

**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.

1. Evidence of Learning: Courses within the Major  
   (**this is a sample page for purpose of illustration only**; a blank template can be found on the next page)

| **Sample only -** Evidence of Learning: Courses within the Major – **Sample only** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Measurable Learning Outcome:  Students will… | Method of Measurement\* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1: | Measure 1: A set of 10 multiple choice questions from Exam 1 | Measure 1: 85% of students will score 80% or better on 10 questions | Measure 1: 93% of students scored 80% or better on 10 questions | Measure 1: Students successfully demonstrated interpretation skills | Measure 1: No curricular or pedagogical changes needed at this time |
| Measure 2: Student presentations | Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above. | Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion. | Measure 2: unclear where the issue is | Measure 2: provide better explanation of the expectations for this criterion and re-assess. |
| Learning Outcome 2: | Measure 1: Results of standardized test | Measure 1: 85% of students will score at or above the national average. | Measure 1: 90% of students scored above national average | Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly. | Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review |
| Measure 2: Students are surveyed about their perceived competence of the outcome | Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5 | Measure 2: Less than half of students felt competence with this outcome. | Measure 2: Students tested well, but their perceived competence was lower than expected. | Measure 2: Students will be given more opportunity to practice this skill with immediate feedback. |

\*Can be a mix of direct and indirect measures, but at least one measure must be direct

Evidence of Learning Worksheet: **Courses within the Major**

Course:

| Course [Subject/Number] Evidence of Learning: Courses within the Major | | | | | |
| --- | --- | --- | --- | --- | --- |
| Measurable Learning Outcome | Method of Measurement\* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1: | Measure 1: | Measure 1: | Measure 1: | Measure 1: |  |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 2: | Measure 1: | Measure 1: | Measure 1: | Measure 1: |  |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: |

\*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact or Service Learning

This is an optional section. If you provide students with high impact or service learning opportunities you may briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](http://apps.weber.edu/wsuimages/oie/Support%20Documents/Kuh_HighImpactActivities.pdf) from George D. Kuh provides a brief overview of high-impact practices.

c. Evidence of Learning: General Education Courses  
(Area-specific EOL grids can be found at <http://weber.edu/oie/Complete_Rubrics.html>; they can replace this page.)

| Evidence of Learning: General Education Area [fill in] | | | | | |
| --- | --- | --- | --- | --- | --- |
| Measurable Learning Outcome  Students will… | Method of Measurement | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1: | Measure 1 | Measure 1 | Measure 1: | Measure 1: | Measure 1: |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 2: | Measure 1: | Measure 1: | Measure 1: | Measure 1: | Measure 1: |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 3: | Measure 1: | Measure 1: | Measure 1: | Measure 1: | Measure 1: |
| Measure 2: | 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 narrative (optional – use as much space as needed):

G. Summary of Artifact Collection Procedure

|  |  |  |
| --- | --- | --- |
| Artifact | 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

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

|  |  |  |
| --- | --- | --- |
| 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) |  |  |

Additional narrative:

**Appendix B**

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

|  |  |
| --- | --- |
| Faculty 2015-16 |  |
| Headcount |  |
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) |  |
| Full-time Tenured |  |
| Full-time Non-Tenured (includes tenure-track) |  |
| Part-time and adjunct |  |
|  |  |
| With Master’s Degrees |  |
| Full-time Tenured |  |
| Full-time Non-Tenured |  |
| Part-time and adjunct |  |
|  |  |
| With Bachelor’s Degrees |  |
| Full-time Tenured |  |
| Full-time Non-tenured |  |
| Part-time and adjunct |  |
|  |  |
| Other |  |
| Full-time Tenured |  |
| Full-time Non-tenured |  |
| Part-time |  |
| Total Headcount Faculty |  |
| Full-time Tenured |  |
| Full-time Non-tenured |  |
| Part-time |  |

**Please respond to the following questions.**

1. Based on your program’s assessment findings, what subsequent action will your program take?

1. We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.