

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

Your email address (ceschwabenland@usfca.edu) will be recorded when you submit this form. Not [ceschwabenland?](#) [Sign out](#)

* Required

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

1. Name of Program *

2. Type of Program **Mark only one oval.*

- Major
- Minor
- Graduate Program
- Non-Degree Seeking

3. College of Arts and Sciences Division **Mark only one oval.*

- Arts
- Humanities
- Sciences
- Social Sciences

4. Name/Title/E-mail Address of Submitter *

5. Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

6. Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?*Mark only one oval.*

- Yes *Skip to question 7.*
- No *Skip to question 11.*

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

7. Please upload a PDF version of your Yearly Assessment Report here: *

Files submitted:

8. Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Files submitted:

9. Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

Files submitted:

10. If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

Files submitted:

Stop filling out this form.

**WARNING: This form currently cannot be saved once it is in-progress.
If you close out of the form before submission, responses will be discarded.**

Mission Statement

Please type and/or copy-and-paste directly into the space below:

11. *

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

12. *

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

13. **Please upload your PLOs to Courses Curriculum map here ***

Files submitted:

14. **Please upload your PLOs to ILOs Curriculum map here ***

Files submitted:

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Assessment Methods

15. Which of your Program Learning Outcomes did you assess during 2016-2017? *

16. What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

Check all that apply.

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations
- Other: _____

17. Brief description of student work products used to assess PLOs: *

18. What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

19. Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

Files submitted:

20. Who evaluated the student work product? Check all that apply. *

Check all that apply.

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other: _____

21. Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

22. What indirect methods did you employ, if any?

Check all that apply.

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other: _____

23. Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

24. Files submitted:

WARNING: This form currently cannot be saved once it is in-progress. If you close out of the form before submission, responses will be **discarded.**

Results

25. What were the direct data results? *

26. What were the indirect data results? (If applicable)

27. How do you interpret these results? What do they mean? *

Closing the Loop

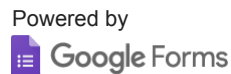
28. Which of the following actions did you take as a result of the assessment results? Pick one or more and briefly describe below. *

Check all that apply.

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: _____

29. Please elaborate on your potential course(s) of action, related to any/all items you checked above. *

Send me a copy of my responses.



[Program Assessed] AY ####-#### Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

[Program] Learning Outcome ##: LO Title

Learning Outcome Detail.

Assessment Method:

Simple description of assessment method

Examples: Final Presentation, Exam Question, Written Assignment

Targeted performance, based on rubrics:

Simple assessment target

There is room in the evaluation process and rubric to elaborate.

Example: 80% of students meet or exceed expectations

Evaluation Process:

Short narrative elaborating on the assessment method process

Lay out the assessment method in more detail. For example, if this was a set of questions embedded in exams across multiple sections, include the text of the questions. This is also the place where the evaluation process is laid out. Was the assessment based on test scores, outside evaluator judging against a rubric, or some other method?

Example: Students gave group presentations at the end of the course. These final presentations were scored by a team of evaluators using a 4 point rubric. Teams were evaluated on three areas as detailed in the rubric below. Students were given a written assignment to supplement the final presentation. These were scored against a separate rubric by an adjunct professor operating as an outside evaluator.

Rubric:

Rubrics used for each section of the assessment

If the rubric is relatively short, include it here. Alternatively, describe the basic tenets of the rubric(s) here and include them as an addendum at the end of the report.

Course where learning outcome was assessed:

Program, course(s), and section(s) where the LO was assessed

Evaluator(s):

Names or descriptions (e.g., industry specialists) of evaluators

Phase 2: Results Assessment and Planned Action

Results:

Result data and interpretation.

This section is broken in to two sections. There should be some data representation of the student performance. Typically students are assessed on a 4 point rubric. In this case show the number of students falling in each category, plus the percentage of students meeting or exceeding expectations. If there are multiple sections assessed against separate rubrics, present the data separately.

After the data is presented, include a short narrative interpreting the results. This is an opportunity to asses both the student level of achievement and the assessment process itself.

Example: BUS 406 Assessment Data:

BUS 406 Diversity/Inclusion Rubric Results

Number of students achieving target

	Exceeds Expectations	Meets Expectations	Below Expectations	Novice	% Students Meeting or Exceeding Expectations
Categories:	= 4	3 - 4	2 - 3	< 2	
Diversity Awareness	5	24	10	0	74%
Factual Diversity/ Inclusion Knowledge	5	26	8	0	79%
Diversity/ Inclusion Practice	10	23	6	0	85%

Students met or exceeded expectation on all 3 categories of the Diversity/Inclusion Rubric. Performance was strongest in the Diversity /Inclusion Practice section.

The process and rubric not appear to differentiate students.

Suggested Action:

Recommended action based on evaluation performance

This section can be used to suggest changes to the program, the assessment process, rubrics, or even the learning outcome itself.

Phase 3: Closing the Loop

In the year that the assessment is made, this is good place to describe how the suggested actions might be evaluated in a future assessment cycle. When that cycle is complete, the results can be added to this document to finalize the report.

School of Nursing and Health Professions
 Program Evaluation Committee (approved January 2017)
 Score Card 2016-2017

Program: _____

Presenter(s): _____

Date: _____

PEC Scorecard	Yes	No	Feedback
1. Program's assessment/evaluation plan (must include one direct measure)			
a. Is there a program goal? (summary statement of PLOs)			
b. Is there an assessment plan? Is it sufficiently comprehensive?			
c. Is there a current sufficiently comprehensive curriculum map(s) in place? For undergraduate programs, are ILOs included?			
d. Is there a direct measure used to assess if students' learn what is being taught?			
2. Outcomes data (must minimally include: time to graduation, attrition, 1 st time pass rate (NCLEX/NP certification), employment, and results from using one direct measure).			
a. Were the Program Evaluation Plan (PEP) and other program specific benchmarks reached?			
b. Were there faculty developed action plans?			
c. Based on findings, were faculty develop action plans captured in department committee minutes?			
3. Closing the loop			
a. What was shared and with who? (evidence)			
b. How was it shared?			
c. What impact did this have and what was learned/revised-captured in department committee minutes?			

PEC Feedback/Priorities:



UNIVERSITY OF
SAN FRANCISCO

School of Education

Annual Assessment Report

1. Date:
2. Program Name:
3. Program Learning Outcomes:
4. Which PLO(s) did you assess:
5. Please briefly describe the student work project used to assess the PLO(s). If applicable, please include the corresponding course name and course number:
6. What tool(s) were used in the assessment (rubric, or other)? Please attach a copy of the tool.
7. Who participated in the assessment activity (please list all faculty members, and others as appropriate)?
8. Briefly describe the assessment activity (How were work samples distributed? When were the results interpreted?):
9. Were evaluators calibrated (to promote consistent use of the assessment tool) through any activity? If so, please briefly describe the activity:
10. How many work samples were reviewed?
11. What were the results (please include full quantitative data)?

12. How did the team interpret these results? Were they expected or unexpected?
13. Were any indirect assessment methods used to augment the discussion (such as student survey responses, course grades, syllabi analysis)?
14. Was the tool, and assessment procedure, that was used appropriate? Should adjustments be made?
15. What recommended actions were identified by the team?
16. Were these recommendations reviewed by all full-time program faculty?
17. Please attach:
 - a. The program curriculum map
 - b. The rubric (or other tools used)