

Annual Assessment Report 2007-2008

General goal of this report: To describe the continuing development of the assessment process, primary findings regarding teaching and learning, and resulting decisions about program improvement in a narrative format that accurately explains how programs enhance student learning.

Purposes of the Assessment Report

- 1. The purpose of assessment is foremost to improve student learning. This report documents actions taken to reach that end. It must represent a clear and accurate record of activities pertaining to assessment plans for majors and how those activities have resulted in improved student learning.*
- 2. Faculty are central to assessment processes, and share what they have done and what they have learned with the SMU community so that others can benefit. In this way, a “culture of evidence” is being created.*
- 3. Assessment records demonstrate to the HLC and other external stakeholders that we are developing a viable and sustainable assessment program that continuously produces evidence that students are reaching the defined learning goals and outcomes that have been specified by faculty and staff.*

Section I: Summary, Identifying information

Department name:

Academic year:

Department chair:

Date of the report:

Author of the report (if not the chair):

Section II: Background information

A broad review of the program designed to familiarize the reader with the important pieces of this department or major. Highlight any changes during the last year.

Section III: Description of the assessment process

What was completed and/or evaluated? What documents are attached? At what faculty meetings was assessment discussed, etc. What did the process of assessment look like in this department? This section should include matrices, curriculum maps, and other documents that were developed and/or revised. Highlight areas that received special emphasis this year and note any changes to the assessment plan.

Section IV: Data and analysis

Describe the data that was collected – course embedded, standardized examinations, program-wide, projects, etc.? What methods were used to collect and analyze the data? To what extent does the data match expectations defined in program goals and objectives? Has this data collection strategy been useful and appropriate?

Section V: Results and accomplishments

What was decided? If there are specific “closed loop” documents, simply refer to those here and attach at the end. What was learned from the assessment tools? Consider scores, questionnaires, surveys, focus group results, anecdotal evidence, or any other evidence that applies. What changes were made? What will you do to improve student learning?

Section VI: Plans for the future

What ideas for the future came out of the assessment dialogues and/or data? What unanswered questions surfaced? What would you like to look at next year?

Section VII: Evaluating the process

What worked well in this process? What didn't work so well? End the report with a brief summary statement that discusses the progress and/or status of this department's assessment plan. Think of this in three ways: “What”, “So what?”, “Now what.”