Reviewing Annual Assessment and 5-year Program Reports

- A reviewer is responsible for providing feedback on selected annual assessments and/or complete the rubric evaulation on 5-year program reviews.
- Reviewers have the responsibility to identify strengths and provide constructive comments to help the program resolve any identified weaknesses.
- Reviewers provide feedback, suggest improvements, and make recommendations.

Using CAPS

- All faculty have access
- Reviewers are automatically notified when program owners have locked the report and ready for review.
- CAPS training is located on the University Assessment webpage.

- Understand the purpose of the reports and requested information in each section.
- Provide useful, constructive feedback. Include positive feedback as well as recommendations.
- Be detailed, specific, and honest.
- Don't just copy and paste from report. Summarize your findings.
- When pointing out an issue, try to suggest a possible solution.
- Provide comments in each section.

Annual Assessment Section 1:

Outline any improvements or changes since the last 5-year program review based on review of findings related to:

i) curriculum AND/OR

ii) assessment plan

Share a preliminary forecast related to anticipated improvements or changes for the coming year.

Annual Assessment

What to review?

Program Learning Goals and Outcomes

- Are they listed? Are they measurable?
- Are they mapped to University Learning Goals?
- Are they written in terms of what students are expected to learn?
- Has the program made changes?

Data Collection

- Does the program explain how data was collected?
- Does the program identify the direct or indirect method?

Data Analysis

- Is there an explanation of the results/findings?
- Results should be more then anecdotal.
- Does the analysis indicate if actions taken improved, did not improve or had no impact on student learning based on the results?
- Does the analysis identify one or more areas of student learning that can be improved or reinforced?

Data Collection

Assessment: Lab exercise in GEOL 300 focusing on the construction of geological maps and a geological cross section using field data.

Benchmark: 80% of students will score 80% or higher on the assessment.

Actions Taken

~~Version 1: Students in GEOL 300 completed an exercise that focused on the construction of geological maps and a geological cross section using field data.~~

~~Version 2: Students in GEOL 300 completed an additional assignment.~~

Version 3: In the previous assessment cycle, it was noted that students struggled with cross section construction and data interpolation skills. In Fall 2018, the instructor in GEOL 300 added an extra class assignment to give students additional time to improve cross section construction and data interpolation skills. During this activity, the instructor guided students through a detailed example similar to the activity. The instructor highlighted specific aspects of the example and worked through the example very carefully to help prepare the students for tasks within the activity that have been stumbling blocks in the past.

Questions to ask:
1. Does the information describe the action taken by the faculty?
2. Does the information describe actions taken to improve student learning that are related to the outcome?

Data Analysis

Assessment: Lab exercise in GEOL 300 focusing on the construction of geological maps and a geological cross section using field data.

Benchmark: 80% of students will score 80% or higher on the assessment.

Results:

~~Version 1: Students in GEOL 300 scored an average 80% on the exercise.~~

~~Version 2: 83% of the students scored a 3 or higher on the assignment according to the rubric.~~

~~Version 3: OF the 23 students in GEOL 300, 19 students scored at least 80% on the assignment.~~

Version 4: Of the 23 students in GEOL 300, 83% (19 students) scored at least 80% on the assignment. The criterion for success was met.

Questions to ask:
1. Do the results address the criterion for success?

Data Analysis

Assessment: Lab exercise in GEOL 300 focusing on the construction of geological maps and a geological cross section using field data.

Benchmark: 80% of students will score 80% or higher on the assessment.

Analysis of Results

~~Version 1: The criterion for success was met with at least 80% of the students scoring 80% or higher on the exercise. Faculty will continue to emphasize knowledge of geological content areas.~~

Version 2: Faculty compared this year's results to the previous year and found that the overall results had improved (72% met criterion for success last year compared to 83% this year). It was noted that the students improved specifically in the area that they had struggled with the previous year: cross section construction and data interpolation skills. Therefore, faculty felt that the actions taken this year where the instructor guided students through an example similar to the graded exercise had a positive impact on the results. Successful completion of this exercise requires students to think in three dimensions and project data from one portion of the map to another, and then to transfer that data onto a separate cross section diagram. Some of the students struggled with this skill during the exercise.

Questions to ask:

1. Does the analysis indicate if actions taken improved, did not improve, or had no impact on student learning based on the results?

2. Does the analysis identify one or more areas of student learning that can be improved or reinforced?

Follow-Up Actions

Assessment: Lab exercise in GEOL 300 focusing on the construction of geological maps and a geological cross section using field data.

Benchmark: 80% of students will score 80% or higher on the assessment.

Action Planned

~~Version 1: The exercise in GEOL 300 will continue in the upcoming year.~~

~~Version 2: Faculty will continue to emphasize knowledge of geological content areas.~~

Version 3: The instructor in GEOL 300 will continue to utilize the extra class assignment as a way to maintain the positive results related to cross section construction and data interpolation skills. To improve three dimensional thinking skills, the instructor will add an exercise where the students can practice this skill by projecting data in 3-D space from geological maps onto cross section lines. Specifically the exercise will involve making sketches using lines and elevations of contacts to determine structures in the subsurface.

Questions to ask:

1. Do the actions planned describe the specific actions that faculty plan to take in the upcoming academic year(s)?

2. Do the actions planned address the area for improvement or reinforcement identified in the analysis of results and are they related to the outcome?

Degree Program:		Period Covered:		
Program Mission Statement				
Program Learning Goals aligned to CU Learning Goals	Departmental/Program Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Follow-Up Actions
Program Goal:		1a.		
		1b.		
		1c.		
Aligned to CU Learning Goal(s):		2a.		
		2b.		
		2c.		

Annual Assessment

What more to review?

General Education

Minors

Follow-Up Actions

- Are changes listed as a result of assessment findings?
- Did changes led to modifications in the process of collecting and/or reviewing student learning assessment data?

This is one of the most important sections of the report.
Assessment of student learning is a form of data-driven decision making that impacts our curricula, instructional practices, and quality of support services provided.
With this in mind, did the program elaborate on the actions taken as a follow-up to the analysis of the student-learning assessment data?

Annual Assessment

What's NEW to the review

Viability Assessment

If the program 5-year average sophomore retention rate is not at or above the overall University sophomore average retention, please provide, in detail, a program improvement plan. The program improvement plan will be updated by the department annually and reviewed by the Provost.

If the program enrollment is not at or above the programs 5-year average, please provide, in detail, a program improvement plan.

Annual Assessment

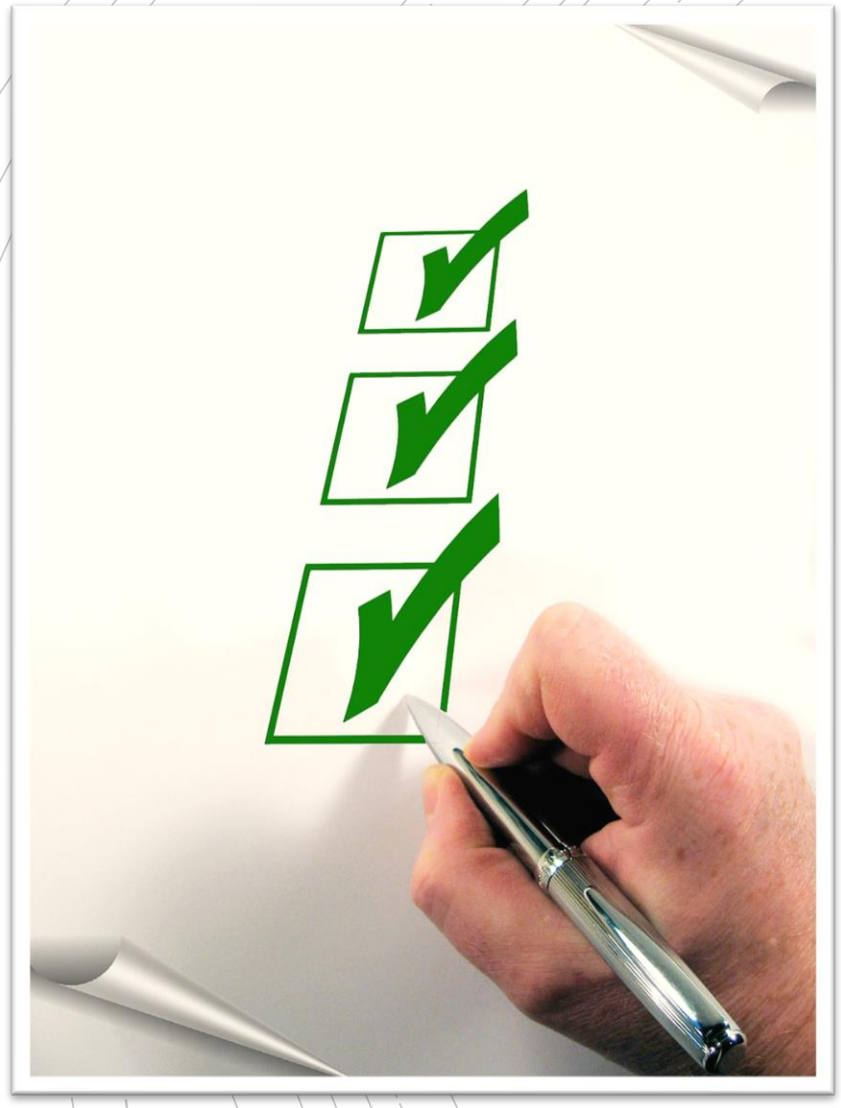
How to review what's NEW

Sophomore Retention Rate Assessment

- Determine whether the program's 5-year average sophomore retention rate is at or above the overall University sophomore average retention. If it is not, the program should provide details about the current retention rate.
- Evaluate the program's explanation of why the rate is below the university average, if applicable.
- Examine the clarity and completeness of the program improvement plan proposed to address the retention rate issue. The plan should include specific actions and timelines.
- Confirm that the response mentions the annual review of the program improvement plan by the department and the Provost.

Program Enrollment Assessment

- Determine whether the program's current enrollment is at or above the program's 5-year average.
- Look for an explanation of any factors contributing to a decline in enrollment, if applicable.
- Evaluate the comprehensiveness of the program improvement plan provided in case the program's enrollment is not meeting expectations. The plan should outline actionable steps.
- Ensure that the response acknowledges the need for annual updates to the program improvement plan and reviews by the department and the Provost.



5-Year Program Review Components

- History, Development, Expectations
- Internal Demand
- External Demand
- Quality of Program Inputs
- Quality of Program Outcomes
- Delivery Cost
- Essentiality - Impact

Criterion	Minimal/Limited	Moderate	Extensive/Significant
History, Development, and Expectations *This criterion aims to determine why the program was first started, and how its mission may have changed since its inception.*	Program does not demonstrate the ability to adapt to the changing needs of the University.	Program demonstrates an ability to meet and adapt to the needs of the University and its internal and external stakeholders.	Program demonstrates the ability to adapt to the needs of the University and its internal and external stakeholders, and demonstrates exceptional ability to anticipate change and build for the future.
Internal Demand *The criterion assesses the demand for the program by the internal community, e.g., registered students from other programs, employees or other University programs, and current program and minor enrollment.*	Internal demand for the program and its support for other programs are limited.	The internal demand for the program and its support for other programs is moderate.	Internal demand for the program and its support for others programs is extensive/significant.
External Demand *This criterion assesses the demand for the program by the external community, e.g. students (incoming or prospective), employers, visitors, governmental/agencies or the local community.*	External demand for the program is limited; program does not address external expectations.	External demand for program is moderate; program shows some ability to monitor, meet, anticipate, and/or promote changes in external expectations.	External demand for program is extensive; program shows ability to monitor, meet, anticipate, and/or promote changes in variety of external expectations.
Inputs *This criterion looks to measure the quality of a program's inputs, such as employees, students, curricula, and assessment of student learning.*	Quality of program inputs is minimal, insufficient, and/or does not contribute to overall program quality.	Quality of program inputs is moderate, sufficient and contributes to overall program quality.	Quality of program inputs is extensive and contributes greatly to overall program quality.
Outcomes *This criterion seeks to measure the quality of the program's outputs, such as retention, graduation, and job/graduate school placement rates.*	Quality of program outcomes are evaluated using limited or ineffective measures; program is unable to achieve quality outcomes; program shows no ability to improve outcomes.	Quality of program outcomes are evaluated using sufficient measures; program is able to achieve at least some quality outcomes, but may need to improve consistency; program shows ability to plan for improvement of outcomes.	Quality of program outcomes are evaluated using extensive, detailed measures; program shows consistent ability to meet, exceed, and improve quality outcomes; external validation is evident.
Delivery Cost *This criterion provides the delivery cost of an academic department.*	Delivery costs far exceed similar programs.	Delivery costs are in line with similar programs.	Delivery costs are substantially lower than similar programs.
Impact *This criterion measures the summative effect of all other criteria. This criterion also provides an*	There is minimal evidence presented; evidence suggests	There is moderate evidence presented; evidence suggests the program has impact to the University.	There is extensive evidence presented; evidence suggests the program has high impact and/or is critical to the University.

5-Year Program Review Evaluation

Using a rubric to evaluate an academic program review is helpful as it provides a structured and objective framework for assessing the quality and effectiveness of the program.

The rubric defines clear criteria and performance levels, ensuring consistency and transparency in the evaluation process.

It allows for a comprehensive assessment of various aspects of the program, encourages self-assessment by the program under review, and supports data-driven analysis.

Additionally, the rubric can assist in leading to actionable recommendations for continuous improvement and accountability in educational quality.

Questions?

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