

# Curry Assessment Annual Program Assessment Report Planning Document

## **\*\*Special Note\*\***

*This document is a planning tool for the 2017 Annual Program Assessment Report. The Annual Report will be collected online using Qualtrics, due November 1, 2017. This document contains a copy of the questions from the 2017 Annual Program Assessment Report in Qualtrics, and is intended to be used as a planning tool to help program leadership and/or assessment coordinators develop their reports prior to submission. **This document is not to be used for submission; it is intended to serve as a planning tool only and is optional, while the Annual Program Assessment Report in Qualtrics is required.** If using this form, you may copy and paste your responses from this planning sheet into the Qualtrics report form. Otherwise, you may enter information directly into the Qualtrics form using the link provided in the email that included this document.*

## **Welcome**

Welcome to the Curry Assessment Curry Annual Program Assessment Report. This year's report is a pilot, and results will inform process and content in future years. This process replaces and builds upon the SACS/WEAVE assessment report from prior years.

The Curry Assessment Office is working proactively to improve program assessment and evaluation efforts across Curry programs. In addition to informing regional accreditation and institutional reporting purposes, this report serves as a needs assessment, and will inform the resources and professional development opportunities created to support Curry programs in evaluation and assessment efforts.

In this report, you will provide information on the following:

- program outcomes
- student learning outcomes by degree
- your program's curriculum map
- your program's assessment plan
- indirect and direct assessments
- formative and summative assessments
- structures and processes that support assessment in your program

In subsequent years, this report will be pre-populated with data entered in this year's report. You will then be asked only to confirm or update that pre-populated information. This is a direct effort to minimize annual reporting burdens for Curry programs.

This report is due in Qualtrics by November 14, 2017. Curry Assessment will then generate and provide each program with a PDF copy of this report for your archives.

If you have any questions regarding this report, please contact Mandy Turner, Director of Assessment, Accountability, and Accreditation, at [abt6r@virginia.edu](mailto:abt6r@virginia.edu).

### Scope and Purpose

This purpose of this report is to provide a summary of the academic assessment activities conducted by your program. Unless otherwise noted, this report includes only activities occurring June 2016 - May 2017.

### Directions:

Please complete all sections of this report. Items marked "optional" are not required for report completion. You may copy and paste text from the 2017 Annual Program Assessment Report Planning Tool into the corresponding sections of this report, or you may type directly into each field. You may complete some sections and return later to complete the remaining sections, and you may also toggle back and forth between items and/or sections of this report.

### Report Contacts

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Program Coordinator Name(s)

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Assessment Coordinator Name

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Report Prepared By Name(s)

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Contact information for questions about this report:

Name	
Phone	
Email	

Was your **entire** program (i.e. all degrees programs within your overall program) accredited by any of the following in the last academic year (2016-2017):

- CAEP/TEAC
- CACREP
- APA
- ASHA
- CAATE

Yes       No

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If you answered "Yes" to the item above, you will be able to upload your program's last approved self-study or reaffirmation/re-accreditation report.\* This should be your program's full accreditation report, and not an annual or bi-annual interim report.

*\*This will take you to the end of the Qualtrics survey.*

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### **Section 1. Program-Level Outcomes**

Do you have program-level outcomes (e.g., time to degree, employment) in place?

- No, our program does not have program-level outcomes
- No, but we are interested in developing program-level outcomes
- Yes, but they are under or need revision
- Yes, our program has program-level outcomes in place

Were your program-level outcomes updated in the past year?

- No
- Yes

Are program-level outcomes available on your department or program's website?

- No
  - Yes (please enter website URL in the line below)
-

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**You will be asked to attach your program-level outcomes.**

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**Section 2: Student Learning Outcomes by Degree**

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Does your program have degree-specific student learning outcomes in place? For example, if your program includes an M.Ed. and a Ph.D., are SLOs developed specifically for each degree? If this is true for even one degree level within your program, select "Yes."

- No
  - Yes
- 

For which degree levels does your program have student learning outcomes in place (select all that apply)?

- Bachelor's
  - Master's
  - Ed.S.
  - Ed.D.
  - Ph.D.
  - Certificate
  - Other (Please enter)
-

Were student learning outcomes updated in the past year?

- None of our degree-level student learning outcomes were updated in the past year
- Student learning outcomes were updated for at least one of our degree programs within the past year (if so, indicate for which degree(s))

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Yes

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Are student learning outcomes for each degree in your program available on your department or program's website or in a handbook accessible through your program's website?

- No
- Yes (please enter website URL)

Have student learning outcomes for each degree within your program been approved (formally or informally) by the majority of faculty who teach?

- No
  - Yes (please enter last year approved)
- 

**Section 3: Program and/or Degree-Level Curriculum Map**

A curriculum map is a matrix aligning student learning outcomes with the courses in a program of study.

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Does your program have a curriculum map in place?

- No, our program does not have a curriculum map
  - No, but are we interested in developing a curriculum map for our program
  - Yes, but it is under or needs revision
  - Yes, our program has a curriculum map in place
- 

Are separate curriculum maps developed for individual degrees within your program?

- No, we do not have curriculum maps developed for each degree within our program
  - Yes, we have a curriculum map in place for each degree within our program
  - Yes, but they are in development
  - Yes, but they are under or need revision
  - Yes, we have a curriculum map in place for at least one but not all of the degrees offered within our program
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If you answered "Yes, we have a curriculum map in place for at least one but not all of the degrees offered within our program," please indicate the degree(s) for which your program has a curriculum map in place.

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Was the curriculum map for any degree within your program updated in the past year? If yes, indicate the degree(s) for which the curriculum map was updated, separating each degree with a comma.

- No
  - Yes
-

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Have the curriculum maps for your program been approved (formally or informally) by the majority of faculty who teach?

- No
  - Yes (please enter last year approved)
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Comments (optional)

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**You will be asked to attach the curriculum map for your program or for each degree within your program as one file.**

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**Section 4. Assessment Plan**

An assessment plan is a process and timeline for designing, collecting, and analyzing assessment data.

The questions in this section refer to the **current** academic year (2017-2018).

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Does your program have a current program-wide assessment plan in place?

- No, our program does not have an assessment plan
  - No, but we are interested in developing an assessment plan for our program
  - Yes, but it is under or needs revision
  - Yes, our program has a current assessment plan in place
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Was your program's assessment plan updated in the past year?

No

Yes

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Does your assessment plan include a timeline that identifies when particular measures are collected, analyzed, and shared?

No

Partially

Yes

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Is each degree addressed separately in your assessment plan?

No

Yes

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Comments (optional)

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**You will be asked to attach your assessment plan.**

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### **Section 5. Measures**

*Direct measures* are those used to directly measure an outcome. These measures are used to assess outcomes by assessing actual samples related to the outcomes under investigation. Some examples include exams/tests, papers, portfolios, and performances.

*Indirect measures* are those used to assess an outcome by measuring something related to the outcome, but not the outcome itself. Examples include surveys of students and/or employers about their perceptions of a program, or employment rates, depending on how a program defines its intended outcomes.

Which type(s) of direct measure(s) did the program collect in the past year (since June 1, 2016) **for use in program-level assessment?**

*Select all that apply.*

- Project, portfolio, performance, thesis, or exhibition evaluation
  - Course-embedded - assignment (e.g., project, paper, presentation)
  - Course-embedded - exam
  - Exam - national (e.g., certification, licensure, or other standardized test)
  - Exam - local (external to courses)
  - Exam - pre/post-test
  - Internship supervisor evaluation of student performance
  - Structured interview with accompanying rubric
  - Other (please specify)
- 

Which of these direct measures provide meaningful data about students who are completing your program at any degree level (i.e. summative measures)?

*Select all that apply.*

- Project, portfolio, performance, thesis, or exhibition evaluation
  - Course-embedded - assignment (e.g., project, paper, presentation)
  - Course-embedded - exam
  - Exam - national (e.g., certification, licensure, or other standardized test)
  - Exam - local (external to courses)
  - Exam - pre/post-test
  - Internship supervisor evaluation of student performance
  - Structured interview with accompanying rubric
  - Other (please specify)
- 

Please provide a brief description of how the direct measure(s) collected in the past year provided meaningful data about students for each degree included in this report. Indicate if a



Which of the following statements best describe your most useful summative measure(s)?  
*Select all that apply.*

- This measure is in the pilot phase
  - We have collected the measure 1-2 times
  - We have collected the measure 3 or more times
  - We may make adjustments to collection or analysis to improve this measure
  - We have not yet gotten useful, representative results
  - It is well-established and provides useful results
  - Results from the measure are shared with faculty
  - It includes adequate representation of seniors
  - It includes candidates on all campuses/locations that offer the degree (including online)
  - We have results from this measure in our assessment archive, together with any related rubric or tool
  - Other (please specify)
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### **Section 5. Measures, Continued**

*Direct measures* are those used to directly measure an outcome. These measures are used to assess outcomes by assessing actual samples related to the outcomes under investigation. Some examples include exams/tests, papers, portfolios, and performances.

*Indirect measures* are those used to assess an outcome by measuring something related to the outcome, but not the outcome itself. Examples include surveys of students and/or employers about their perceptions of a program, or employment rates, depending on how a program defines its intended outcomes.

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What types of *indirect* measures did the program collect in the past year (since June 1, 2016) **for use in program-level assessment?**

Select all that apply.

- Advisory board (providing professional input on program)
- Course evaluations
- Faculty review of curriculum, SLOs, syllabi, and/or assignment prompts
- Feedback from external accreditors
- Focus group
- Grades
- Institutional/internal data (e.g., class size data, retention rates)
- Interviews (entry, exit, or other)
- Participation rates (research, internship, service learning, study abroad, etc.)
- Survey - student
- Survey - alumni
- Survey - employer (providing professional input on the program or providing perceptions of program graduates)
- Other (please specify)

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Please provide a brief description of how the *indirect* measure(s) collected in the past year provided meaningful data about students **for each degree** included in this report. Indicate if a measure is not collected for a particular degree or is not collected with adequate representation for a particular degree.

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Have direct and indirect measures been approved (formally or informally) by the majority of faculty who teach, including those who may teach online or adjunct courses?

- No, measures not approved by majority of faculty
- Yes, some measures approved by majority of faculty
- Yes, all measures approved by majority of faculty

**Section 6. Faculty Engagement in Program Assessment and Evaluation**

Since June 1, 2016, how often have the following groups within your program discussed assessment measures, results, and/or findings? Place an X in the cell that applies for your program for each individual or group.

	Did not occur in past year	Once per year	Once per semester	More than once per semester
Program leadership				
Assessment, curriculum, or similar committee				
Majority of faculty who teach				

Briefly describe how all faculty in your program, including those who teach at other campuses/locations that offer degrees within your program (including online), are included in approving (formally or informally) your degree program's curriculum map.

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**Section 7. Summary of Assessment Results**

For each degree level in your program for June 2016 - May 2017 (last academic year), please describe the following:

- one student learning outcome
- what assessment was used to determine whether students met this outcome
- the target (goal) for that assessment the results of that assessment
- what degree program faculty learned from this assessment cycle

Complete this section as many times as necessary to reflect one assessment cycle for one SLO **for each degree within your program.**

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Degree (Please select the degree for which you are entering an assessment cycle summary and then type the degree name - e.g., Master's of Education - Athletic Training)

Select (X)	Degree	Name/Program (e.g., Athletic Training)
	Certificate	
	Bachelor's	
	Master's	
	Ed.S.	
	Ed.D.	
	Ph.D.	

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Student Learning Outcome	Assessment used to determine whether students met this outcome	Target (goal) for this assessment	Results of this assessment	What your degree program faculty learned as a result of this assessment cycle
<i>Enter text of learning outcome here</i>	<i>Replace this text with a brief description of what your program did to determine if students achieved the learning outcome</i>	<i>Replace this text with a brief explanation of your program's targets or goals for student performance on this assessment</i>	<i>Replace this text with a brief explanation of the results (i.e. what your program learned from this assessment activity)</i>	<i>Replace this text with a brief description of how what you learned influenced curriculum, teaching, faculty development, the assessment process and/or other decision-making. Include information about SLO refinement, if applicable.</i>

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Use this document to plan for the 2017 Annual Program Assessment Report and input all data collected using this document into the Qualtrics report form, available at the link provided in the email containing this document. Thank you!