**Program:**

**Reporting Year:**

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| **1. Outcome(s) Assessed:** | **Outcome(s) assessed:**  **1.**  **2..**  **3.**  **etc.** | | | | | |
| ***Advanced [A]*** | ***Satisfactory [S]*** | ***Developing [D]*** | ***Missing***  ***[M]*** | ***Not Applicable [N/A]*** | **Score** |
| **Outcome Statement** | The outcome statement is a clear, concise and measurable statement which uses action verbs to describe the knowledge, skills and attitudes students will be able to demonstrate upon successful completion of the program. | The outcome statement uses action verbs (or is clear enough to infer student action) to describe the measurable knowledge, skills, and attitudes students will be able to demonstrate upon successful completion of the program (as in Blooms Taxonomy). | The outcome statement is unclear and lacks a verb which would make it a measurable statement which describes the knowledge, skills and attitudes students will be able to demonstrate upon successful completion of the program. | ☐ | ☐ |  |
| **Learning Question** | The *proposed* learning/research question is clear and provides detailed information about the purpose and reason for examining the outcome(s) selected at the point in the curriculum indicated. | The *proposed* learning/research question is clear and provides sufficient information about the purpose and reason for examining the outcome(s) selected. | The *proposed* learning/research question is not indicated, restates the outcome, or is unclear and does not provide basic information about the purpose or reason for examining the outcome(s) selected. | ☐ | ☐ |  |
| **Achievement Level:** | | | |  | | |
| **Comments:** | | | | | | |

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| **2. Data / Evidence** | ***Advanced [A]*** | ***Satisfactory [S]*** | ***Developing [D]*** | ***Missing***  ***[M]*** | ***Not Applicable [N/A]*** | **Score** |
| **Direct versus Indirect** | A well-formulated collection of direct evidence OR a mixed methods approach with a combination of direct and indirect evidence *was proposed*. | At least a single source of direct evidence *was proposed*. | Only sources of indirect data/evidence (e.g., surveys, GPA, course grades) *was proposed*. | ☐ | ☐ |  |
| **Sample** | The *proposed* student sample is justified as representative of the population/program resulting in meaningful and generalizable results for the population/program. | The *proposed* student sample appears to be sufficient enough to produce results which are generalizable to the population/program. | The *proposed* student sample appears to be insufficient to be representative (the population to which the results would be generalized was not provided or was not clear) and may not produce useful results. | ☐ | ☐ |  |
| **Course and Time**  **Sampling** | Data/evidence reflecting student work across multiple courses/sections/requirements and multiple semesters *was proposed*. | Data/evidence reflecting student achievement *was proposed* from:   * + - * a comprehensive course or requirement (e.g. capstone, portfolio, thesis, comprehensive exams) **OR**       * a *representative number of* sections of a single course during a narrow timeframe **OR** * at least *one course over multiple semesters.* | Data/evidence reflecting student achievement *was proposed* from a narrow course or time sample: student work examined from one course/one section/one semester. | ☐ | ☐ |  |
| **Achievement Level:** | | | |  | | |
| **Comments:** | | | | | | |

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| **3. Evaluation Process** | ***Advanced [A]*** | ***Satisfactory [S]*** | ***Developing [D]*** | ***Missing [M]*** | | ***Not Applicable [N/A]*** | **Score** |
| **What Tool\* Was Used to Evaluate the Student Work; Level of Student Achievement Expected (when using the tool)** | The *proposed* evaluation tool was provided with additional details (about the evaluation process, the development of the tool) which enhanced the report; the expected level of achievement was provided. | The *proposed* evaluation tool was described or provided; the expected level of achievement was provided. | The *proposed* evaluation tool was not described or provided, or the expected level of achievement was provided. | ☐ | | ☐ |  |
| **Who Conducted the Evaluation Process, and How Was it Conducted** | The *proposed* roles and responsibilities for the evaluation process were provided including how they will use the evaluation tool. | The *proposed* roles and responsibilities for the evaluation process were provided; the *proposed* evaluation process was described; engagement of more than one faculty member was *proposed*. | It is unclear who will conduct the evaluation process, or there is limited if any faculty engagement *proposed* to interpret the results. | ☐ | | ☐ |  |
| **Who Interpreted the Evidence** | Roles and responsibilities for the interpretation of assessment results *were proposed* with additional information which enhanced the report (e.g. how participants were convened; process by which results were aggregated and reviewed). | Roles and responsibilities for the interpretation of results *were proposed*; identified faculty participation to support objectivity of interpretation of results and process. | It is unclear who *will interpret* the assessment results, or one person was proposed to conduct the project and interpret the evidence independently. | ☐ | | ☐ |  |
| **Achievement Level:** | | | | |  | | |
| **Comments:** | | | | | | | |

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| **Overall Achievement Level** |  |

**Program:**

**Reporting Year:**

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| **Summary of Achievement Level Scores for Interim Report**  **Outcome(s) Assessed:** *Must report on at least one outcome. Extra lines included just in case.* | **Outcome Statement** | **Data/ Evidence** | **Evaluation Process** | **Level of Achievement for each Outcome** |
| **1.** |  |  |  |  |
| **2.** |  |  |  |  |
| **3.** |  |  |  |  |
| **4.** |  |  |  |  |
| **5.** |  |  |  |  |
| **6.** |  |  |  |  |
| **OVERALL ACHIEVEMENT SCORE** | | | |  |