# Annual Academic Program Assessment Report

**Degree and Program:** (e.g. AAS Accounting Technology)

**Department:**

**Department Head:**

**Academic Program Year Reviewed:**

**Assessment Coordinator:** (who prepared the report)

**Questions about report directed to:**

**Report approved by:** (Dean)

**Brief Program Narrative (1-2 paragraphs):**

* Program Mission or general description of program
* Context: changes/challenges throughout the year that impacted outcomes; rationale for any changes throughout the year, etc.

**Tell a story- Write a few sentences each about the following:**

**What is distinct about your program (Examples include faculty with industry experience, undergraduate research opportunities, and student internships).**

**Student success methods (Examples include innovative teaching methods and engaging students during the Covid-19 pandemic).**

**Creating a healthy and vibrant ecosystem (Examples include working with community partners to provide meaningful opportunities for both parties, diversity and inclusion activities, and professional development).**

**Section 1: Program Educational Objectives** (What should alumni/graduates attain a few years after graduation.) The purpose of this section is to demonstrate the process of reviewing the objectives to ensure they remain consistent with the program mission and the constituents’ needs.

1. Please list your current Program Education Objectives.
2. Including this year, when were the last two academic years you reviewed Program Educational Outcomes?
3. Are your Program Educational Objectives available on the department or program website?
	1. Yes
	2. No
4. Are your Program Educational Objectives available in the Montana Tech Catalog?
	1. Yes
	2. No
5. Please describe the process of reviewing the objectives periodically.
6. List the stakeholders and describe how they are involved in reviewing Program Educational Objectives.
7. Describe the process by which Program Education Objectives can and will be modified.

**Section 2: Student Outcomes Assessment** (Student Outcomes are what students should know and be able to do at the time of graduation. Assessment is an observation of whether students met the intended outcome.)

1. Does your program have student learning outcomes that have been reviewed and approved by program faculty?
	1. Yes
	2. No
2. Please list the student outcomes and the schedule for assessing each outcome. Each outcome should be measured at least once every three years.

**Academic Year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome** | **18-19** | **19-20** | **20-21** | **21-22** | **22-23** | **23-24** |
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1. Do you use both direct and indirect measures of learning in assessing your student outcomes? (Direct measures of learning are assessments that measure something the student has demonstrated, such as a specific test question or group of questions, completion of an assignment or project, or other learning artifact. Indirect assessments are aggregated assessments, such as grades in a course that addresses the student outcome, or they may measure the perception of a student’s skill in attaining an outcome such as improving attitudes about a subject or increasing understanding of a specific field.)
	1. Yes
	2. No – indirect measures only
	3. No – direct measures only
2. Have you mapped each student outcome to specific courses or extracurricular activities?
	1. Yes
	2. No

**Student Learning Outcome Assessment Results: (**Assessment is the process of quantifying what students know, understand or can demonstrate. It is a framework for collecting data and other documentation that the students have acquired knowledge, skills and attitudes through the implementation of effective teaching.)

*Provide assessment results preferably in tables. Organize per outcomes.* ***Suggested tables*** *are:*

**Student Learning Outcome A:** (*please list outcome with the program target here)*

**Assessment metric:** *Provide metric name*

|  |  |  |
| --- | --- | --- |
| **Performance Indicators** | **Metric details and notes** | **Level of Attainment** |
| *Provide performance indicator* | *Provide specific information on metric and quantitative results*  | *Above target, meets target, below target* |
|  |  |  |

Notes: E.g., person filling out form, date, etc.

An example of a completed table appears in the appendix.

**Section 3: Student Learning Outcomes Evaluation** (Evaluation is an opportunity for you to critically reflect on the assessment grade in the previous step, and interpret the meaning. For example, if you set a performance target of an average grade of C or higher on a lab assignment, and the target has been met, someone in your program may note that while the average is C, that reflects lots of high scores, but over half the students receiving a grade of C or less, which may not be acceptable. Conversely, you may get 100% of students meeting a target, and decide that you need to increase the skill level on that target to become more rigorous.)

1. Please describe the process by which student outcomes are evaluated. *Who is involved in the process, how frequently does this process typically take place, how did you determine your evaluation grade?*

1. Have criteria been defined to determine when a student outcome needs to be reviewed or revised?
	1. Yes
	2. No
2. Have criteria been identified to determine when additional resources or interventions need to be implemented to ensure that students can meet the student outcomes?
	1. Yes
	2. No
3. Describe any modifications to the Student Outcomes Assessment that have been implemented since your last evaluation was conducted.
4. Describe any new interventions that have been recommended to help increase the percentage of students who meet the performance metric for any student objective since your last evaluation was conducted.

**Student Learning Outcome Evaluation Results:**

*(Provide evaluation results organized per outcomes. Table must provide: an evaluation grade of “excellent, satisfactory, or unsatisfactory” for each performance indicator; recommended action; and actions taken. Use the below table.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Indicator** | **Assessment Metric** | **Assessment Grade** | **Evaluation (Excellent, Satisfactory, Needs improvement)** | **Discussions and Recommended Actions** | **Actions taken since last evaluation** |
| *Performance indicator 1* | *Metric 1* |  |  |  |  |
|  | *Metric 2* |  |  |  |  |
| *Performance indicator 2* | *Metric 1* |  |  |  |  |
|  | *Metric 2* |  |  |  |  |

**Notes:
Actions:
Evaluation date**:

An example of a completed table appears in the appendix

**Process Improvement**

1. Are there elements of the Students Outcomes Assessment that are overly burdensome to perform or manage and need to be modified?
	1. Yes
	2. No

If yes, please explain.

1. Please describe any weaknesses in the student outcomes assessment that need to be remedied.

1. What professional development topics would be most useful to you with respect to academic program assessment in the future

**Appendices: Example Tables**

Please note that while I used the basic outline of the Medical Assisting program, I created some metrics to demonstrate different scenarios and increase the illustration. These numbers are not accurate reflections of the Medical Assistant Program. This was just a recently reviewed and relatively complete Program Assessment that was available and seemed to be representative of what many programs might produce.

This is an example Assessment metric table from the Medical Assisting Program.

**Student Outcome:** Obtain a solid knowledge base conducive to entering the workforce

**Assessment metric:** *Provide metric name*

|  |  |  |
| --- | --- | --- |
| **Performance Indicators** | **Metric details and notes** | **Level of Attainment** |
| 100 % of students complete pre-requisites **prior** to entering coursework specific to Medical Assisting | 86% of students (6/7) completed prerequisites prior to entering MA Fundamentals courses. | Below Target |
| 100% students will have access to relevant didactic and lab learning experiences | Consumable program supplies & equipment used by 100% of the students.  | Met Target |
| 100% of students will pass mid-year and practical exams with a minimum score of 75% | 100% (7/7) of the MA students passed comprehensive midyear and 7 scored above minimum score requirements. 6/7 passed the practical exams. | Below Target |
| 100% of graduating students will be eligible to take AMT certification exam to become RMA’s | 100% of the 2017 grads are eligible to take the RMA exam.  | Met Target |

Notes: E.g., person filling out form, date, etc.

**This is an example of an Evaluation Table for Medical Assisting:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Outcome** | **Performance Indicator** | **Assessment Metric** | **Evaluation (Excellent, Satisfactory, Needs improvement)** | **Discussion/Recommended Actions** | **Actions Taken Since Last Evaluation** |
| Obtain a solid knowledge base conducive to entering the workforce | *100 % of students complete pre-requisites prior to entering coursework specific to Medical Assisting* | *Metric 1: 86* | Satisfactory | One student was unable to complete pre-requisites due to earning a failing grade. No recommended actions at this time. | N/A |
|   | *100% students will have access to relevant didactic and lab learning experiences* | *Metric 1: 100* | Excellent | Add metric on completion of lab exercises in future for a more direct measure of this metric. | N/A |
|   | *100% of students will pass mid-year and practical exams with a minimum score of 75%* | *Metric 1: 100* | Satisfactory | One student passed the mid-term but did not pass the practical nor the alternative. Will continue to offer the alternative. | Revised policy on retaking practical exam to allow participation in an alternative assessment. |
|   |  | *Metric 2: 86* |   |   |   |
|   | *100% of graduating students will be eligible to take AMT certification exam to become RMA’s* | *Metric 1: 100* | Excellent | Three graduates have taken and passed the RMA exam already, in addition to 100% being eligible to take it. | Administer practice RMA tests during the final semester. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Outcome** | **Performance Indicator** | **Assessment Metric** | **Evaluation (Excellent, Satisfactory, Needs improvement)** | **Discussion/Recommended Actions** | **Actions Taken Since Last Evaluation** |
| Demonstrate task competency, problem-solving, effective communication, and responsible work habits and ethics | *100% of students will complete 180 externship hours*  | *Metric 1: 100 % completed 80 hours in fall* | Needs Improvement | Two students failed to document hours properly, and required additional time to complete clinical hours.  | Last evaluation it was decided to add a journal assignment that included a task list to track student progress. Add clinical sites outside of Butte to accommodate out-of-town students. |
|   |  | *Metric 2: 71% completed 100 hours in Spring* |   |   |   |
|   | *Students will complete competency task lists, tracked through time cards and journal entries* | *Metric: 71%* | Needs Improvement | Two students failed to document hours properly, and required additional time to complete clinical hours.  | See above |
|   | *100% of students will collect at least 4 performance evaluations from the clinical locations.*  | *Metric 100%* | Satisfactory | While all students collected, there is no way to document efforts to act upon constructive feedback. | None |

**Notes**: Next advisory board meeting will include discussion of retake policy on alternative assessment

**Actions**:
**Evaluation date**: May, 2018

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Initial | Emerging | Developed | Highly Developed |
| **1.C.5** An effective system of assessment of the quality of learning.5   | Assessment of learning is done at the course level with little or no interaction across departments to discuss learning overall.   | Academic departments and programs assess student learning within the courses and sequences of courses under their purview. Some cross-disciplinary discussion of student learning occurs, particularly when courses are prerequisites or program requirements.   | The institution monitors assessment plans and reports and documents the use of results to improve learning outcomes across academic departments; common assessment elements such as rubrics exist.   | The institution has a well-defined system for evaluating the effectiveness of its learning assessment plans, including training, timelines for review, scoring rubrics, and accountability measures across academic departments.   |
| **1.C.5** Clearly identified faculty responsibility for curricula, student learning, and instructional improvement.   | Departmental faculty are responsible for the curricula and assessment of student learning in the courses offered by their department.   | Faculty-led committees, work groups, etc. approve curricula and student learning outcomes following a standardized process.   | Faculty-led committees, work groups, etc. approve curricula and student learning outcomes on a cycle intended to improve instructional effectiveness; rationales for curricular changes are provided.   | Faculty-led committees, work groups, etc. have established practices for reviewing curricula, analyzing student learning, and planning for instructional improvement across disciplines; impacts of curricular decisions on programs of study are carefully addressed.   |

**NWCCU Standard (2020) 1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.**

### 223.1.1 FACULTY STAFF HANDBOOK

The Department Head, in consultation with the faculty of the department, is responsible for setting goals and objectives for the department that is consistent with those of the Institution, for developing plans to achieve them, and for periodically assessing progress towards meeting them.

### 223.1.3 Faculty Staff Handbook

### Administrative Responsibilities

The Department Head is the leader of the department and is expected to show leadership in all areas of concern to the department faculty and staff. That leadership is measured in terms of the success of the students, faculty and staff and programs under the department’s umbrella.

* Developing with the faculty a closed loop assessment plan with goals, objectives and feedback process that ensures continuous improvement of the program;