Purpose: To assist in documenting assessment of program outcomes and evaluation of contributions to General Education outcomes.

Benefits: Completing this form ensures your program has met minimum institutional assessment standards. A collection of these annual assessment reports may be submitted with your program review to demonstrate effective, ongoing assessment.

Directions: Complete the information in the yellow highlighted areas. When you are finished, or if you have any questions about completing this form, please contact Brad Thiessen at ThiessenBradleyA@sau.edu.

1. Program Information:

This section identifies your program, a contact person who completed this report, and the assessment contributions of personnel within the program.

2. Program Assessment:

This section identifies the student learning outcomes for your program and the methods you will use to assess those outcomes. Student learning outcomes are statements of knowledge, skills, or abilities you intend students to gain as they complete your program. They can be copied-and-pasted from your most recent program review.

For each outcome, identify at least one tool you intend to use to assess student performance. These tools can be exams, papers, projects, performances, or any other instrument that allows you to measure student achievement of the outcome. While you are free to choose the assessment tool you believe is best, keep in mind the following principles:

1) Direct measures of student learning (student products or performances that demonstrate learning) should be preferred to indirect measures (surveys, course evaluations, placement rates; instruments that imply learning has taken place).
2) Since student learning outcomes are typically statements of the knowledge, skills, and abilities we intend for our graduates, you should try to report results from assessments administered towards the end of the academic program (in upper-level or capstone courses).
3) Assessments with documented evidence of quality should be preferred to instruments with no documented evidence of quality.
4) While the use of existing, internally-developed assessments is encouraged, results from these assessments can be validated by externally-developed or externally–normed assessments (allowing student performance to be compared to external norms or criteria).

Your program is encouraged to assess outcomes on a 5-year cycle. To set a schedule of assessment, check the boxes to identify the academic year(s) you intend to assess each outcome. You should assess each outcome at least once in a 5-year period.

As you progress through your chosen assessment schedule, you will be asked to provide results from your assessment of student learning. These results should provide evidence of student performance on each outcome. Ideally, you should set goals for each outcome and evaluate student achievement in comparison to those goals.

3. Evaluation of contributions to General Education Outcomes:

This section allows you to document an ongoing evaluation of the contributions your program makes towards General Education outcomes. For each applicable outcome, identify the courses that are designated as contributing to the outcome. Then identify when the academic year(s) in which you will evaluate the contribution of those courses. Finally, identify the methods you will use to evaluate the contribution of each course to General Education outcomes. These methods may include a review of course syllabi, course outcomes, course exams, or student work examples to ensure course outcomes are aligned with the General Education outcome.

1. Program Information:

Name of Department or Program: **(type name here)**

Academic year: **2010-11**

Individual(s) completing this report: **(type name(s) here)**

List program faculty/staff and identify the contribution each individual made to this report:

Name (press return after each name) **Contribution (press return after each entry)**

2. Program Assessment:

Program Student Learning Outcomes	Assessment Tools	Academic year(s) of assessment '11-12	'12-13	'12-13	'13-14	'14-15	Assessment Results
1. (SLO #1)	(Name of tool)	☐	☐	☐	☐	☐	(Provide results and brief explanation/discussion)
2. (SLO #2)	(Name of tool)	☐	☐	☐	☐	☐	(Provide results and brief explanation/discussion)
3. (SLO #3, continue as necessary)	(Name of tool)	☐	☐	☐	☐	☐	(Provide results and brief explanation/discussion)
4. ...	...	☐	☐	☐	☐	☐	...
5. ...	...	☐	☐	☐	☐	☐	...
6. ...	...	☐	☐	☐	☐	☐	...
7. ...	...	☐	☐	☐	☐	☐	...
8. ...	...	☐	☐	☐	☐	☐	...
9. ...	...	☐	☐	☐	☐	☐	...
10. ...	...	☐	☐	☐	☐	☐	...
11. ...	...	☐	☐	☐	☐	☐	...
12. ...	...	☐	☐	☐	☐	☐	...

3. Evaluation of contributions to General Education Outcomes:

General Education Outcome	Course(s) contributing to outcome	Academic year(s) of evaluation '11-12	'12-13	'12-13	'13-14	'14-15	Method(s) to evaluate course contributions to GenEd Outcomes
1. Compare the effects of various philosophical approaches to the search for meaning	(Course prefix/number)	☐	☐	☐	☐	☐	(How do you ensure the course contributes to the outcome?)
2. Apply critical methods of inquiry to literary texts	(Course prefix/number)	☐	☐	☐	☐	☐	(How do you ensure the course contributes to the outcome?)
3. Express creativity through an artistic medium	(Course prefix/number)	☐	☐	☐	☐	☐	(How do you ensure the course contributes to the outcome?)
4. Examine the means of expression used in an artistic medium	...	☐	☐	☐	☐	☐	...
5. Describe significant scientific concepts that explain the functioning of the natural world	...	☐	☐	☐	☐	☐	...
6. Explain how scientific methodology applies to understanding the natural world	...	☐	☐	☐	☐	☐	...
7. Explain how the scientific method is applied to human behavior	...	☐	☐	☐	☐	☐	...
8. Use quantitative information to solve problems	...	☐	☐	☐	☐	☐	...
9. Compare theories of human behavior and conceptions of citizenship	...	☐	☐	☐	☐	☐	...
10. Examine the implications of global issues for global citizenship	...	☐	☐	☐	☐	☐	...
11. Demonstrate the ability to communicate (in writing and speech) and comprehend (by reading and listening) a second language at the novice-high level	...	☐	☐	☐	☐	☐	...

General Education Outcome	Course(s) contributing to outcome	Academic year(s) of evaluation '11-12	'12-13	'12-13	'13-14	'14-15	Method(s) to evaluate course contributions to GenEd Outcomes
12. Explain the contributions of key themes, events and figures in the Catholic intellectual tradition	(Course prefix/number)	☐	☐	☐	☐	☐	(How do you ensure the course contributes to the outcome?)
13. Analyze the effects of a consistent worldview on a person's relationships	(Course prefix/number)	☐	☐	☐	☐	☐	(How do you ensure the course contributes to the outcome?)
14. Evaluate the worldview and practical ethical framework supported by Catholic theology	(Course prefix/number)	☐	☐	☐	☐	☐	(How do you ensure the course contributes to the outcome?)
15. Synthesize information from diverse research sources in a coherent presentation	…	☐	☐	☐	☐	☐	…
16. Evaluate the validity of arguments, sources, analysis methods and conclusions	…	☐	☐	☐	☐	☐	…
17. Assess the influence of life choices on physical, mental and spiritual health	…	☐	☐	☐	☐	☐	…
18. Participate in an organized physical activity or "samaritan" program or course	…	☐	☐	☐	☐	☐	…
19. Evaluate and plan for financial wellness	…	☐	☐	☐	☐	☐	…
20. Effectively communicate in writing and evaluate the effectiveness of a piece of written communication	…	☐	☐	☐	☐	☐	…
21. Effectively communicate, employing appropriate contemporary techniques and evaluation tools, in one or more of the following oral communications contexts: interpersonal, group, public	…	☐	☐	☐	☐	☐	…
22. Integrate general education experiences by exploring common themes, issues or problems using knowledge and skills from multiple disciplines	…	☐	☐	☐	☐	☐	…

Example Form

1. Program Information:

Name of Department or Program: **Mathematics** Academic year: **2010-11** Individual(s) completing this report: **Brad Thiessen**

List program faculty/staff and identify the contribution each individual made to this report:

Brad Thiessen	**Typed this example report**
Tom Anderson, Ilwoo Cho, Juan Diaz	**N/A**
Kathy Potter, Hernando Tellez	**N/A**

2. Program Assessment:

Program Student Learning Outcomes	Assessment Tools	Academic year(s) of assessment '11-12	'12-13	'12-13	'13-14	'14-15	Assessment Results
1. Apply concepts and skills from Calculus and Linear Algebra to model and solve problems.	A) Common items from MATH 191/192/290 exams B) Major Field Test	☒	☐	☐	☐	☐	(Provide results and brief explanation/discussion)
2. Read and write elementary mathematical proofs.	MATH 220 proofs evaluated by departmental rubric	☐	☒	☐	☐	☐	
3. Analyze data using concepts and skills from probability and statistics to make appropriate decisions	A) CAOS standardized exam B) Common items from MATH 300/301 exams C) Major Field Test	☒	☐	☒	☐	☒	A) Scores from common items on MATH 300/301 exams MATH 300 standards and percent correct (Fall 2010) Basic Probability 79% Counting Rules 73% Probability Rules 63% Conditional Probability 59% Law of Total Prob/Bayes 70% Expected Value/Variance 54% Binomial Distribution 69% Discrete Distributions 69% Continuous Distributions 74% Normal Distribution 72% Exploratory Data Analysis 70% Central Limit Theorem 62% Experimental Design Issues 90% General Hypothesis Testing 63% Alpha, Beta, Power, p-values 71% Parametric Assumptions 83% Confidence Intervals 83% One-sample means tests 74% Independent samples means tests 72% Dependent samples means tests 59% Proportion tests 83% Simulation/Permutation Tests 90%

B) CAOS

Percent Correct:

2007	+28%	(SAU = 79%; Norms = 51%)
2008	+30%	(SAU = 83%; Norms = 53%)

Score Distributions:

Year	0-10	11-20	21-30	31-40
2007	0	2	4	16
2008	1	1	3	18

MATH 300 students should be expected to outscore national norms, since the majority of students in the norming group have not completed Calculus (and, therefore, are not as mathematically sophisticated). Compared to the national norms, MATH 300 students were more likely to answer each of the 40 test items correctly – even the conceptual items that require no mathematical ability. MATH 300 students score relatively strongest in items that require visualizations or group comparisons. MATH 300 students scored relatively weakest in items involving randomization methods

4.	Locate, read, and assimilate technical material.	(Unknown)	☐	☐	☐	☐	☒	
5.	Communicate mathematical ideas and solutions using proper terms and notation.	A) Selection of student work from 200- and 300-level courses evaluated by common rubric B) Major Field Test	☐	☐	☒	☐	☐	
6.	Access and utilize relevant resources when solving problems.	(Unknown)	☐	☐	☐	☒	☐	
7.	Appreciate the career and educational opportunities for mathematics majors	Graduate survey (not yet developed)	☐	☐	☐	☒	☐	
8.	Apply concepts and skills from Differential Equations, Analysis, and Abstract Algebra to solve problems.	A) MATH 320/370/380 exams B) Major Field Test	☐	☒	☐	☐	☐	
9.	Produce concise and rigorous mathematical proofs.	Student Proofs from 300-level courses evaluated by departmental rubric	☐	☒	☐	☐	☐	
10.	Evaluate the completeness and correctness of proofs.	Peer reviews of proofs	☐	☐	☒	☐	☐	

3. Evaluation of contributions to General Education Outcomes:

General Education Outcome	Course(s) contributing to outcome	Academic year(s) of evaluation '11-12	'12-13	'12-13	'13-14	'14-15	Method(s) to evaluate course contributions to GenEd Outcomes
8. Use quantitative information to solve problems	MATH 131 MATH 152 MATH 171 MATH 151 MATH 161 MATH 210	☒	☐	☒	☐	☒	A) Faculty will review syllabi to determine if course student learning outcomes align with the General Education outcome. B) Course exams will be evaluated to determine if they measure performance on the GenEd outcome. C) The Department will work with the STEM group (and instructors of other courses designed to meet this outcome) to locate or develop an institutional measure of student performance on this outcome.
19. Evaluate and plan for financial wellness	MATH 131	☐	☒	☐	☒	☐	A) Faculty will review syllabi to determine if course student learning outcomes align with the General Education outcome. B) Samples of student projects and/or exams will be evaluated to determine if they measure performance on the GenEd outcome.