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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Program Information Locations | | | | | |
| Major Program: | | |  |  |  |  |  |
| Reported Minor 1: | | |  |  |  |  |  |
| College: | | |  |  |  |  |  |
| Program/School: | | |  |  |  |  |  |
| *Please see last page for rubric and location information* | | | | | | | |

In an effort to provide support and constructive feedback on your unit’s annual assessment report, as well as to inform future assessment efforts, we have provided comments on the   
2018-2019 assessment report submitted for your major program and any reported minors.

Please contact Kristin Nagy Catz ([kristin.nagycatz@oregonstate.edu](mailto:kristin.nagycatz@oregonstate.edu)) or Heath Henry ([heath.henry@oregonstate.edu](mailto:heath.henry@oregonstate.edu)) with any questions, concerns, or requests for further support or assistance moving forward on future assessment plans and reports.

Thank you for your continued effort in and attention to the broader campus effort to collect   
and use evidence and data to inform curricula and pedagogy.

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| Overall Report Level and Recommendation: |
| Review Summary: RUBRIC SCALE |
| Thank you for all your efforts in providing the 2018-2019 assessment plan to the university in June, 2020. The report on the student learning assessment for PROGRAM.   * This area is for a summative statement. * This area is for specifically called out suggestions or accolades. * This area is for any university assessment notes that need to be distributed |

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| Assessment Plan:  Student Learning Outcomes (SLOs), Measures and Benchmarks | Level: RUBRIC SCALE |
| Review Questions: | Reviewer Comments: |
| Are there measurable student learning outcomes? |  |
| Are all outcomes assessed and reported/planned to be reported over 5 years? |  |
| Are there measures/methods/instruments listed to assess each outcome? |  |
| Does each outcome have at least one direct measure? |  |
| Do the measures make sense and align with the outcomes? |  |
| Are benchmarks or success indicators clearly articulated? |  |
| Is there a plan to identify and assess learning across program locations? |  |
| Areas for improvement |  |

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| --- | --- |
| Reporting Year:  Program Outcomes Measures and Results | Level: RUBRIC SCALE |
| Review Questions: | Reviewer Comments: |
| Has at least one outcome been assessed this year, spanning program modalities and locations if applicable? |  |
| Is there evidence of detailed data analysis, including how assessment results fit into the program as a whole? |  |
| Have specific course level actions been identified due to the results? |  |
| Is student learning data used to inform programmatic decision making? |  |
| Full-cycle impact reported? |  |
| Areas for improvement |  |

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| --- | --- |
| Assessment Plan & Reporting Year: Process & Plans | Level: RUBRIC SCALE |
| Review Questions: | Reviewer Comments: |
| What are the assessment and reporting plans for the coming year? |  |
| Did the unit describe the process they used to reflect upon the data, including how a larger program faculty group is involved? |  |
| How does the report make clear that there is a multi-year cycle of assessment: including previous changes to the curriculum or pedagogy based on results, and planned reassessment? |  |
| Areas for improvement |  |

*Updated 1/25/21*

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| Key: Report Levels | | |
| None – Early – Developing – Robust – Exemplary | | |
| None | Information was not submitted. | |
| Early | Information submitted is either new or had a significant overhaul since the previous reporting year. | |
| Developing | Information is incomplete or unclear, further support/ guidance/ development is needed to become a robust example of program assessment. | |
| Robust | Information submitted is complete and the process is strong; program clearly has a solid and applied understanding of full-cycle assessment using direct measures. | |
| Exemplary | Information submitted is exceptional and the process description is comprehensive and distinctive; program clearly uses a culture of assessment to make meaningful change in student learning across multiple years of assessment. | |
| Abbreviations | C: OSU Corvallis  B: OSU Cascades  E: Distance, Ecampus  P: Distance, Portland | H: Distance, Hybrid  N: Distance, Newport (Hatfield)  L: LaGrande |