It has been an extraordinary term, requiring ongoing flexibility across the SOU campus. Nevertheless, assessment is still a critical part of our mission. Please submit your assessment report and self-evaluation to Kristin Nagy Catz by **October 22, 2021**.

The University Assessment Committee will be using each academic program's "four column" report generated by *Improve* as the starting point for its work in assessing progress towards our institutional learning goals. Having your program's outcomes, assessment, and planning information up-to-date in *Improve* is essential in preparing a comprehensive assessment report for the University Assessment Committee (UAC). Instead, the UAC has just three questions for you.

In order for this approach to work, the information that *Improve* pulls out of your program's data must be current and complete. Use the following checklist to make sure that:

* + - * Your program **mission is up-to-date**.
      * The **learning outcomes listed are current**. Be sure to mark as inactive any outcomes that are no longer assessed.
      * The **academic year 2020-21 has been selected** for each current outcome.
      * At least **one means of assessment is recorded** for each outcome. More than one meand of assessment per outcome is ideal.
      * Each means of assessment **includes a measurable target**.
      * Learning **outcomes are associated with Core Themes and Strategic Directions**.
      * **Results for each means of assessment** for 2020-21 have been entered.
      * **Documentation of assessment data** including summaries of results for each 2020-21 learning outcome is posted in *Improve*.
      * **Actions taken in response** to each assessment result from 2020-21 are recorded.

Once *Improve* has been updated, prepare a narrative report addressing your program's continuous improvement efforts by responding to the following prompts, verifying that the corresponding materials have been posted.

## **Communication and Continuous Improvement Efforts**

* 1. Describe the extent to which **program faculty are engaged in assessing learning outcomes**. *[****Improve*** *— Contains minutes or notes from relevant meetings that demonstrate engagement of program faculty.]*
  2. Describe how **the program interprets findings and applies insights gained from data analysis** to bring about improvements in student learning. Provide specific examples of how steps you have taken resulted in improved student learning. Were improvements the result of changes to curriculum, processes or measurement methods? Provide specific descriptions of current and intended improvements related to the program's analysis of assessment results (e.g., where and when they occurred or will occur, who was or is responsible for implementing them). If specific examples are not available, please outline your program’s future plans for improving student learning. Based on your analysis of the data collected, note any outcomes where no improvements are needed. *[****Improve*** *— Assessment data is clearly presented and data analysis is documented; when possible, current results are explicitly compared to past results. Actions taken are clearly articulated in the Results section.]*
  3. Describe how and the extent to which **program assessment processes are demonstrated** in the fulfillment of its vision and implementation of the curriculum. How have assessment activities influenced the direction of curriculum and program design? What differences do you see in your students as a result of these efforts? How could this integration be improved? *[****Improve*** *— Evidence of these processes is posted.]*

*Reflection — How have the extraordinary circumstances of remote delivery impacted your program assessment efforts? What student learning outcomes were affected by the shift in instructional delivery? What challenges and opportunities did you encounter?*