**Assessment Data Reporting Form**

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| **Academic program:** Click or tap here to enter text. |
| **Assessment contact person(s) in your program:**  |
| Name:Click or tap here to enter text. | Contact info:Click or tap here to enter text. |
| **Academic Year for this data:**  |

**Instructions**

The fields in this form ask for the information that needs to be recorded. **Please see the last two pages for a detailed explanation of this form.** Return this form to the Assessment Coordinator, Adam Andrews at andrewsa@uwm.edu or to assessment-uwm@uwm.edu. Please **copy and paste** the table below to report data on additional outcomes.

Information about benchmarks and targets can be skipped if that information is already documented in your program’s official assessment plan.

**Data Reported for This Cycle:**

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| **Program Goal (optional):** Click or tap here to enter text.**(Required) Learning Outcome assessed:** Click or tap here to enter text.**Measurement Tool (what was assessed, and where):** Click or tap here to enter text.Describe **how the outcome was assessed (rubric, assignment grade, etc):** Click or tap here to enter text.What was the **benchmark?:** Click or tap here to enter text.What is your program’s **target** for this outcome?Click or tap here to enter text.**Was the target met?**  Click to Select(Optional) What are your program’s **exemplary benchmarks or targets** for this outcome?Click or tap here to enter text. Was this target also met? Click to Select |
| **(Required) Data/Findings:** (Please include the # of students assessed, and the # and % meeting each benchmark or tracked performance level)Click or tap here to enter text. |
| **(Required) Reflection and Action Plan:** (What does this data pattern indicate? What changes, if any, does your program plan as a result of this data?)Click or tap here to enter text. |

**How to Use this Form**

**Goals and Outcomes:** Weave organizes data according to learning Goals and their associated Outcomes. *Goals are general, while outcomes are specific, demonstrable, and/or measurable.* If your program has articulated Program Goals, then please specify them along with the learning outcomes that students achieve to demonstrate mastery of that goal.

If your program has only articulated Program Learning Outcomes, then list the outcome and leave the goal line blank.

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| **Example of Goals:** |
| Students in the Folklore program will: (Folklore) Study informal, traditional, and expressive aspects of human culture, such as storytelling, mythmaking, ritual, folk art, dance, folk music, memes, and urban legends.(Theory) Learn about and apply folkloristic theoretical perspectives to understand cultural, historical, social, and psychological dimensions of human activity. |
| **Example of Program Learning Outcomes** associated with these goals:  |
| PLO1: Identify, describe, and explain several common forms of folklore and folklife. [Folklore] PLO2: Accurately describe the ideas and impact of historical figures that influenced the field of Folklore Studies. [Theory]PLO3: Explain three common folkloristic theoretical perspectives, and give examples of how they can be used to analyze folklore. [Theory] |

**Measurement Tool:** The Measurement Tool is **the artifact or student performance that was assessed.** It can be an essay, an assignment, a project, a performance, a presentation, a portfolio of work, etc. Also specify the context or course: The Capstone Project from FLR 604.

**Describe how the outcome was assessed:** Explain the assessment method.

For example:

* Using a rubric, with 5 performance levels;
* using the score on an exam essay question aimed at this outcome;
* Using a faculty committee evaluating the student’s performance on a scale of 0-3, where 3 is Outstanding, 2 is Acceptable, 1 Needs work, and 0 Unacceptable

**What was the benchmark?** Benchmarks are the minimum acceptable (passing) score or result.

**What is your program’s target for this outcome?:**  The **target** is the percentage of students that need to meet your program’s minimum benchmark for proficiency for the program to consider itself succeeding in its educational mission (e.g., 90% of students should score 3 or higher on the rubric).

**(Optional) Exemplary Target:** The **exemplary target** is the % of students you would like to see achieving the *highest* possible score or result. Using exemplary targets provides a more nuanced way to evaluate potential room for improvement.

**Data/Findings:** At minimum, include the **sample size** and **number & percent** of students who achieved your program’s benchmark. If possible, include the number & percent achieving *each possible score* or result (i.e., if your rubric uses 5 performance levels, how many students scored at each level?). If your assessment data is more complex (e.g., investigating factors affecting student learning), then summarize it here and include any relevant data.

**The Action Plan:** An action plan is a *programmatic* response to a pattern or troubling finding in the assessment data. It should include:

* What needs to improve
* What the program plans to do or change to achieve improvement
* How and when the program will evaluate if the change has been successful

If no change is needed, then leave this blank.

**Reminder:** In order to meet accreditation expectations, all programs are expected to:

* Assess at least one program learning outcome annually (assessing a different outcome each year), with allprogram outcomes being assessed within a 5 year period. Programs can do more, but should not do less.
* Provide at least one **direct measure** for each learning outcome (a direct measure is obtained by faculty evaluating a student artifact or performance, such as an essay, exam, or presentation; course grades and GPA do *not* count as direct measures).