**Assessment Progress Report**

**Department: Academic Year:**

This progress report has two parts: the **Self-Assessment Rubric** and the **Assessment Cycle Grids**.

The purpose of the **rubric** is to serve as a guide for discussion in your department or program towards a strong foundation for sustainable assessment practice.

The purpose of the **grids** is to document recent assessment practice according to the stages of the assessment cycle: state learning objectives, map to assessments, select methods, analyze data, and use results for improvements. (“Closing the loop”)

*Keep in mind that the aim of assessment is* ***improvement over time****. The assessment you put into practice should be* ***useful, actionable, manageable, and sustainable****. The information that you provide will help your department and program with their regular Academic Program Review and be used to determine what type of assistance departments and programs need from the College.*

**Self-Assessment Rubric:** Mark one category per row and include evidence for each element referenced.

| **Capacity Criteria** | **Developed** | **Emerging** | **Needs Work** | ***Notes / Attachments*** |
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| **Course Learning Objectives** in place |  All courses offered by the department include course learning objectives that are student-centered, observable and aligned with assignments. |   All courses offered by the department include course learning objectives, but not all are student-centered, observable and aligned with assignments. |  Not all departmental courses have student learning objectives. | *Link to archive of sample syllabi* |
| **Program Learning Objectives** in place |  Each departmental program has program learning objectives that are student-centered, observable and aligned with courses. |  Each program has learning objectives, but not all are student-centered, observable and aligned with courses. |  Not all departmental programs have overall learning outcomes. | *Program Learning Outcomes Document* |
| **Curriculum Map** in place |  The department clearly aligns curricular offerings to program-specific learning objectives. |  The department ties curricular offerings to levels of learning, but not yet to program-specific learning objectives. |  The department does not yet explicitly tie curricular offerings to program learning objectives. | *Curriculum Map Document* |
| **General Education (CUNY Pathways) Student Learning Outcomes** in place |  All courses offered by the department that have a Pathways designation have integrated and aligned the appropriate Pathways SLOs with course materials. |  All courses offered by the department that have a Pathways designation have the appropriate SLOs on the syllabus, but they are not yet aligned with assignments. |  The department or program has courses with Pathways designations without integrating the appropriate course learning outcomes. | *Link to archive of sample syllabi* |

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| **Capacity Criteria** | **Developed** | **Emerging** | **Needs Work** | ***Notes / Attachments*** |
| **Assessment Methods** in place |  The department has developed assessment methods that effectively convey information about how well students are meeting learning outcomes, about program support for students and DEI, and alumni outcomes. |  The department has developed program assessment methods, but they do not yet follow best practices. |  The department has not yet developed methods to assess student learning or support. | *List of assessment methods and dates in use (Assessment Grid, below)* |
| **Assessment Plan** in place |  The department has a plan in place aimed at assessing all program learning objectives over time, and includes goals, strategies, resources and a timeline. |  The department has an assessment plan, but it is not structured to systematically assess all program learning objectives (e.g., is primarily focused on short-term or discrete projects). |  The department does not yet have a plan to assess its program learning objectives. | *Assessment Plan Document* |
| **Re-Assessment of Changes Made** in place |  The department regularly re-assesses the changes that were made during previous assessment cycles by collecting and analyzing data that compares current outcomes to outcomes before the changes.  |  The department sometimes collects and analyzes data to determine if changes made during previous assessment cycles have impacted outcomes but this is informal or inconsistent. |  Changes are made during the assessment cycle but the changes are not re-assessed to determine their effectiveness in improving student outcomes. | *Re-Assessment Grid (below)* |
| **Level of Inclusivity** in departmental assessment activities |  Coordinated efforts are made to include all department members in conversations around assessment and to take a collaborative approach to articulate learning objectives, and implement change.  |  Some effort is made to include all members of the department in conversations around assessment; coordinated efforts are piecemeal. |  Little effort is made to include all members of the department in conversations around assessment; there is no coordinated effort yet. | *Description of coordinated department or program assessment efforts.* |
| **Level of engagement** with QC’s assessment community and resources\* |  The department demonstrates high engagement with campus assessment groups and resources. |  The department demonstrates moderate engagement with campus assessment groups and resources |  The department demonstrates little to no engagement with campus assessment groups and resources. | *List of faculty members’ participation with assessment groups, activities and/or resources.* |
| **Assessment support** in place, including leadership, committees, dedicated faculty, funding |  The department has resources in place, including faculty leadership on assessment, to effectively support assessment practice. |  The department has some resources, but they are not yet sufficient to support assessment activities sustainably. |  The department does not yet have resources in place to support assessment activities. | *List of supports, including leadership, dedicated faculty, funding.* |
| **Immediate future** of assessment practice |  The department has concrete plans for next steps with goals, roles and timelines. |  The department has plans for next steps but they are not yet clear or feasible. |  The department does not yet have plans for next steps or plans are stalled. | *List of next steps for assessment* |

**Assessment Cycle Grid:** Use this grid to document assessments in different stages of progress, attaching any documents referenced. See example in the first row below.

| **(1) Outcome Assessed (Year)** | **(2) Assessment Method** | **(3) Assessment Findings** | **(4) Use of Findings** | **Notes / Attachments** |
| --- | --- | --- | --- | --- |
| *Generate, explore and refine their own ideas through reading, writing and rewriting (2013-2014)* | *Rubric-supported assessment of senior-level essays (see attached rubric)* | *80% of students were able to develop a thesis; only 50% were able to integrate sources effectively (analysis attached)* | *Greater integration of library workshops on citation in upper-level courses as well as lower-level courses* | *This partnership has been very fruitful over the past academic year in many ways, leading to a new webpage for new faculty* |
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**Re-Assessment Grid:** Use this grid to document the re-assessment process for changes due to past assessment cycles.

| **(1) Change Made (Year)** | **(2) Method for Assessing Outcome Changes** | **(3) Outcome Change Findings** | **(4) Discussion of Need for Additional Changes** | **Notes / Attachments** |
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**Overall Comments:**

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