Each August, programs are required to complete a Continuous Improvement Report for the ending academic year (fall, spring, summer) and a plan (on a new template) for the upcoming academic year. For the purposes of these documents, the term “assessment” refers to the method or tool used to evaluate, measure, and/or document the academic readiness, learning progress, or skill acquisition of students.

|  |  |
| --- | --- |
| **Academic Department: Select Department Name** | **Report Year: Select Year** |
| **Degree Program (degree and major name):**  |
| **Delivery Method (on campus, off campus, fully online, hybrid, etc.):** |
| **Contact Person and/or Report Preparer:** **Email:**  |

**Assessment One Title:**

**Continuous Improvement Plan**

Complete the Continuous Improvement Plan at the start of the document’s reported academic year.

**Description, Alignment, and Purpose**

*Provide a description of this assessment. Be sure to include:*

*1) the standards or student learning outcomes from the catalog the assessment or rubric aligns to and why [e.g. InTASC Standard 3, GaPSC Standard 6.10, SLO 2];*

*2) the required passing score/targeted level of proficiency; and*

*3) the purpose of this assessment.*

**Context**

*Address the following questions in this section:*

*1) Who administers this assessment?*

*2) How often and when is this assessment administered (course, course timing)?*

*3) How is this assessment used to make decisions about students' progress through the program?*

*4) What is expected when a student does not meet the required passing score?*

*5) Why are you reporting this assessment as evidence for the standard?*

**Directions Provided to Candidates/Students and Assessors**

*Include any guides/directions provided to assessors on how to score students' responses to the task and directions given to students' responses to the task and to students on how to complete the associated assignment*

**Rubric or Evaluation Instrument**

*For the purposes of this document, a rubric is a scoring guide that contains a descriptive set of criteria/indicators (on the left) and performance levels (across the top) that are used for assessing student performance and understanding. Rubrics typically contain 3-4 rubric levels and indicators align to one or more standards. Paste a copy of the rubric or evaluation instrument in this section or in an appendix at the end of the document.*

**Stakeholder Collaboration**

*Address the following questions in this section in paragraph form:*

*1) Do you have any formal or informal methods of ensuring the rubric assesses what it intends to assess?*

*2) In what ways do you ensure students are assessed consistently across instructors and semesters using this assessment rubric?*

*3) How were stakeholders (faculty, students, graduates, employers) involved in the development or revision of this rubric and/or design of this assessment?*

**Continuous Improvement Report**

Complete the Continuous Improvement Report at the conclusion of the document’s reported academic year.

**Reflection**

*Review the prior academic year’s* *Continuous Improvement Plan and Report. Did your program faculty implement the programmatic changes discussed in last academic year’s Report? If not, then provide an explanation. If so, did the programmatic changes result in an improvement and how?*

**Assessment Data and Results**

*Data tables must include rubric results for the last three cycles (unless this is a new assessment or rubric created within last three years). Indicate whether target for each measure was met, not met, or partially met. Raw data may be included in this section or in an appendix at the end of the document.*

**Data Findings and Programmatic Changes**

*Include interpretation of findings (results), an analysis of those findings, and changes made in (or planned for) the program in the coming academic year as a result of the findings. Be sure to clearly connect each finding/change to assessment data. Improvements could be to the curriculum, course, pedagogy, rubric, or assessment, for example.*

**Assessment Two Title:**

**Continuous Improvement Plan**

Complete the Continuous Improvement Plan at the start of the document’s reported academic year.

**Description, Alignment, and Purpose**

*Provide a description of this assessment. Be sure to include:*

*1) the standards or student learning outcomes from the catalog the assessment or rubric aligns to and why [e.g. InTASC Standard 3, GaPSC Standard 6.10, SLO 2];*

*2) the required passing score/targeted level of proficiency; and*

*3) the purpose of this assessment.*

**Context**

*Address the following questions in this section:*

*1) Who administers this assessment?*

*2) How often and when is this assessment administered (course, course timing)?*

*3) How is this assessment used to make decisions about students' progress through the program?*

*4) What is expected when a student does not meet the required passing score?*

*5) Why are you reporting this assessment as evidence for the standard?*

**Directions Provided to Candidates/Students and Assessors**

*Include any guides/directions provided to assessors on how to score students' responses to the task and directions given to students' responses to the task and to students on how to complete the associated assignment*

**Rubric or Evaluation Instrument**

*For the purposes of this document, a rubric is a scoring guide that contains a descriptive set of criteria/indicators (on the left) and performance levels (across the top) that are used for assessing student performance and understanding. Rubrics typically contain 3-4 rubric levels and indicators align to one or more standards. Paste a copy of the rubric or evaluation instrument in this section or in an appendix at the end of the document.*

**Stakeholder Collaboration**

*Address the following questions in this section in paragraph form:*

*1) Do you have any formal or informal methods of ensuring the rubric assesses what it intends to assess?*

*2) In what ways do you ensure students are assessed consistently across instructors and semesters using this assessment rubric?*

*3) How were stakeholders (faculty, students, graduates, employers) involved in the development or revision of this rubric and/or design of this assessment?*

**Continuous Improvement Report**

Complete the Continuous Improvement Report at the conclusion of the document’s reported academic year.

**Reflection**

*Review the prior academic year’s* *Continuous Improvement Plan and Report. Did your program faculty implement the programmatic changes discussed in last academic year’s Report? If not, then provide an explanation. If so, did the programmatic changes result in an improvement and how?*

**Assessment Data and Results**

*Data tables must include rubric results for the last three cycles (unless this is a new assessment or rubric created within last three years). Indicate whether target for each measure was met, not met, or partially met. Raw data may be included in this section or in an appendix at the end of the document.*

**Data Findings and Programmatic Changes**

*Include interpretation of findings (results), an analysis of those findings, and changes made in (or planned for) the program in the coming academic year as a result of the findings. Be sure to clearly connect each finding/change to assessment data. Improvements could be to the curriculum, course, pedagogy, rubric, or assessment, for example.*

**Assessment Three Title:**

**Continuous Improvement Plan**

Complete the Continuous Improvement Plan at the start of the document’s reported academic year.

**Description, Alignment, and Purpose**

*Provide a description of this assessment. Be sure to include:*

*1) the standards or student learning outcomes from the catalog the assessment or rubric aligns to and why [e.g. InTASC Standard 3, GaPSC Standard 6.10, SLO 2];*

*2) the required passing score/targeted level of proficiency; and*

*3) the purpose of this assessment.*

**Context**

*Address the following questions in this section:*

*1) Who administers this assessment?*

*2) How often and when is this assessment administered (course, course timing)?*

*3) How is this assessment used to make decisions about students' progress through the program?*

*4) What is expected when a student does not meet the required passing score?*

*5) Why are you reporting this assessment as evidence for the standard?*

**Directions Provided to Candidates/Students and Assessors**

*Include any guides/directions provided to assessors on how to score students' responses to the task and directions given to students' responses to the task and to students on how to complete the associated assignment*

**Rubric or Evaluation Instrument**

*For the purposes of this document, a rubric is a scoring guide that contains a descriptive set of criteria/indicators (on the left) and performance levels (across the top) that are used for assessing student performance and understanding. Rubrics typically contain 3-4 rubric levels and indicators align to one or more standards. Paste a copy of the rubric or evaluation instrument in this section or in an appendix at the end of the document.*

**Stakeholder Collaboration**

*Address the following questions in this section in paragraph form:*

*1) Do you have any formal or informal methods of ensuring the rubric assesses what it intends to assess?*

*2) In what ways do you ensure students are assessed consistently across instructors and semesters using this assessment rubric?*

*3) How were stakeholders (faculty, students, graduates, employers) involved in the development or revision of this rubric and/or design of this assessment?*

**Continuous Improvement Report**

Complete the Continuous Improvement Report at the conclusion of the document’s reported academic year.

**Reflection**

*Review the prior academic year’s* *Continuous Improvement Plan and Report. Did your program faculty implement the programmatic changes discussed in last academic year’s Report? If not, then provide an explanation. If so, did the programmatic changes result in an improvement and how?*

**Assessment Data and Results**

*Data tables must include rubric results for the last three cycles (unless this is a new assessment or rubric created within last three years). Indicate whether target for each measure was met, not met, or partially met. Raw data may be included in this section or in an appendix at the end of the document.*

**Data Findings and Programmatic Changes**

*Include interpretation of findings (results), an analysis of those findings, and changes made in (or planned for) the program in the coming academic year as a result of the findings. Be sure to clearly connect each finding/change to assessment data. Improvements could be to the curriculum, course, pedagogy, rubric, or assessment, for example.*