**Oakland University Assessment Committee/General Education Committee**

**Assessment Report Form for Integrated Program and Capstone Course Assessment**

**Overview**

In the past, program assessment and the assessment of the general education capstone have been submitted on different schedules and reviewed separately by the Assessment Committee (UAC) and the General Education Committee (GEC). Because the Capstone Course is often a part of the Program Assessment, programs that use the same data for general education and program assessment are encouraged to conduct the two assessments simultaneously when both are due for assessment reporting. Using this integrated template, programs can report on the assessment of General Education Student Learning Outcomes (GESLOs) and University Learning Outcomes (ULOs, formerly cross-cutting capacities) in an effort to streamline the assessment process and to establish more intentional integration between general education and specific degree programs.

Assessment of General Education Courses (other than the Capstone) will continue to follow the process and schedule established by the General Education Committee (GEC). For more information about General Education Assessment, visit the [OIRA webpage](https://www.oakland.edu/oira/assessment-of-student-learning/general-education-assessment/).

**Assessment Report Steps**

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Step 2: Faculty Involvement in the Assessment Process

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Step 8: Analysis of the Entire Assessment Process

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Please fill this form out electronically. If you are accredited by an external body then you may be eligible to use your accreditation report instead of filling out this form. Please contact Reuben Ternes (ternes@oakland.edu) for more information.

For questions, comments, or help with this form, contact Reuben Ternes (ternes@oakland.edu)***.***

Completed forms should be sent electronically to Reuben Ternes (ternes@oakland.edu).

**Step 1: Basic Information**

*Please fill out the following basic information about your program.*

Program Name:

Name of General Education Capstone Course(s):

School or College your program resides in:

Program Level (check all that apply):

Undergrad ☐

Master’s ☐

Doctoral ☐

Date Report Submitted:

Current Assessment Contact Representative (& E-mail):

Current Department or Program Chair (& E-mail):

Current Dean (& E-mail):

**Step 2: Faculty Involvement in the Assessment Process**

*Please answer the following questions about faculty involvement in the assessment process.*

1. Who is involved in the assessment process in your program? (i.e. all faculty, tenured faculty only, all full-time faculty, etc.)

2. Who discussed the results?

3. Do faculty in your program receive credit or recognition for their work on assessment? If yes, what type?

4. If the individuals involved in general education capstone course assessment are different than those noted above for program assessment, please indicate who is responsible and who discussed the results of the capstone course assessment.

# Step 3: Confirmation of Assessment Plan

# *The current plan on record for all programs is available* [*online*](http://www.oakland.edu/?id=9769&sid=250)*. If your current plan differs from the one listed online, please indicate that in the comments area below. Please note: If you have updated your program assessment plan to include your assessment of the general education capstone course outcomes, you can either attach your combined plan or describe how you are assessing the outcomes together in the space below.*

The plan listed online is current:

Yes ☐ No ☐ (If no, please attach a revised plan showing any new changes)

Comments:

*Please attach the* ***General Education******Assessment Plan*** *and* ***Syllabus*** *for the Capstone Course. The Assessment Plan was submitted to the General Education Committee (GEC) when the course was approved for Gen Ed and is typically different from the Program Assessment Plan. If you are unable to locate the Assessment Plan, please contact Susanne Condron, Assessment Coordinator (**dscondron@oakland.edu**) for assistance. The actual assessment activities included in this report should match what was proposed in the Assessment Plan. If it does not, please explain what changes you made, and why in the space below.*

Comments:

**Step 4**: Program Overview

*Please briefly respond to the questions below.*

1. What are the degrees awarded by this program?
2. Is there anything important for the University Assessment Committee or the General Education Committee to know about this program to inform our reading about your assessment process? If yes, please specify what it is.

**Step 5: Program Goals**

*Please list your Program Goals below (insert additional rows as needed). For each goal, indicate what Student Learning Outcomes align with that goal. Each listed program goal should have at least one Student Learning Outcome (SLO) associated with it, but will typically have multiple SLOs. SLOs should be written using ‘observable’ verbs (e.g. write, state, etc.) as opposed to verbs that are difficult to observe directly (e.g. learn, know, etc.). Add additional rows as needed. These program goals and SLOs typically come directly from your plan.*

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| --- | --- |
| **Program Goals** | **Student Learning Outcomes (SLOs) that Correspond with Each Goal** |
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*Additionally, assessment of the General Education Capstone Courses involves demonstrating how students are meeting the following General Education Student Learning Outcomes (GESLOs).* ***Choose Option A -OR- Option B below****.*

***Option A****: Describe how the course objectives are tied to student achievement of the GESLOs. This may involve describing how students are required to integrate at least three of the general education knowledge areas (formal reasoning, writing, arts, foreign language/culture, global perspective, literature, natural science and technology, social science, western civilization).*

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| --- | --- |
| **General Education Student Learning Outcome (GESLO)** | **Course Objectives** *(with general education knowledge areas specified)* |
| GESLO 1: Student demonstrates appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise*Note: assessed as appropriate to the major* |  |
| GESLO 2: Student demonstrates the ability to integrate the knowledge learned in general education and its relevance to the student’s life and career |  |

***Option B****: Describe how the course objectives are tied to student achievement of the ULOs. This may involve describing how students are required to demonstrate at least three of the following ULOs: effective communication, critical thinking, social awareness, information literacy.*

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| --- | --- |
| **University Learning Outcome (ULO)** | **Course Objectives**  |
| ULO 1 (Specify) |  |
| ULO 2 (Specify) |  |
| ULO 3 (Specify) |  |

**Step 6: Assessment Measures**

*Please list each of your assessment measures below, indicating which Student Learning Outcomes are affiliated with each measure, and filling in the other areas as indicated. Add additional rows as needed.*

*Please also describe the measures, schedule, scoring procedures, and sample size associated with the GESLOs or ULOs for the General Education Capstone Course.*

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| **Program Assessment Measures** |
| **Student Learning Outcome** | **Measure Name and Short Description** | **When was the last time data were collected for this measure?** | **How frequently was this measure administered during this reporting cycle?** | **How is this measure scored?** | **What was the sample size for this measure? (If applicable: what was the response rate?)** |
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| **General Education Capstone Course Assessment Measures** |
| **OPTION A – Assessing GESLOs** |
| GESLO 1: Student demonstrates appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise |  |  |  |  |  |
| GESLO 2: Student demonstrates the ability to integrate the knowledge learned in general education and its relevance to the student’s life and career |  |  |  |  |  |
| **OPTION B – Assessing ULOs** |
| ULO 1 (Specify) |  |  |  |  |  |
| ULO 2 (Specify) |  |  |  |  |  |
| ULO 3 (Specify) |  |  |  |  |  |

Is each program assessment measure listed above described in your assessment plan?

Yes ☐ No ☐ (If no, please attach additional documentation describing any new measures)

Is an explanation of how each of the program assessment measures above is scored (i.e. rubric, scoring criteria) included in your assessment plan?

Yes ☐ No ☐ (If no, please attach additional documentation that describes the scoring criteria for each measure)

Are each of the measures used to assess the GESLOs or ULOs described in your General Education Capstone Course assessment plan?

***Please note: If you have updated your program assessment plan and scoring criteria to include measures of the General Education Capstone Course outcomes, you do not need to attach additional documentation, scoring criteria or rubrics.***

Yes ☐

No ☐ (If no, please attach additional documentation or use the space below to describe the scoring criteria for each measure)

Additional Comments:

**Step 7: Analysis of Student Learning Outcomes to Inform Program Improvement**

*Briefly describe what your data suggests about your Student Learning Outcomes by answering the following questions.*

1. What SLOs can students do well? (Briefly describe what evidence informed this—i.e., How do you know?)
2. What SLOs do they struggle with? (Briefly describe what evidence informed this—i.e., How do you know?)
3. What changes will be made to the program because of this analysis? (Please relate these changes to specific measures and student learning outcomes that you listed in step 6).

*Briefly describe what your data suggests about student achievement of the General Education Student Learning Outcomes (GESLOs) or University Learning Outcomes (ULOs) by answering the following questions.* ***Please note: It is appropriate to reference the analysis above if you have summarized the General Education Capstone Course outcomes along with your program’s student learning outcomes.***

1. What GESLOs or ULOs can students do well? (Briefly describe what evidence informed this—i.e., How do you know?)
2. What GESLOs or ULOs do they struggle with? (Briefly describe what evidence informed this—i.e., How do you know?)
3. What changes will be made to the General Education Capstone course because of this analysis? (Please describe how faculty and the department will use results to improve learning).

**Step 8: Analysis of the Assessment Process**

*Briefly describe the program’s thoughts about the entire assessment process by answering the following questions.*

1. Were the measures used appropriate/useful/effective for evaluating the SLOs and the GESLOs? If so, explain how. If not, how will you change the measures for next time?
2. What parts of your assessment plan and process seemed to work well?
3. What parts did not?
4. Will the program change any part of the plan or process for the next cycle? If so, tell us what you are changing.

**Step 9: Final Steps**

*Please e-mail your completed form to the UAC/OIRA liaison, Reuben Ternes (**ternes@oakland.edu**). Upon completion, the UAC will review your report and send feedback. A copy of the committee’s response will be sent to your department chair, your dean, and the provost. In addition, the report will be catalogued for future reference and accreditation purposes.*