

Annual Reports

Academic degree programs are assessed annually, ideally cycling through the program student learning outcomes (SLO) at least every other year. All programs housed under Academic Affairs have an individual identified as an assessment coordinator. The program assessment coordinators have formal contact with the Academic Programs Assessment Coordinator at least once a semester. These annual reports for academic programs are collected by the department chairs, who then submit the combined annual reports for programs in that department to the appropriate academic dean. An academic department may house one or more academic degree programs, with a possibility of mutually exclusive student learning outcomes. The outline for annual reports is included below. Data for reporting purposes is provided by the academic deans or can be found in the Fact Book.

Once submitted, the annual reports will be reviewed by the Dean and the Academic Programs Assessment Coordinator, who will schedule a meeting with the department chair and assessment coordinator to review the findings and follow-up plans. If needed, a meeting is scheduled to discuss the annual report for a specific academic program within a department with the program faculty as a whole. Deans may ask for revisions to an annual report for academic programs if the report is found to be incomplete. Non-academic departments that interact with students are also expected to prepare annual reports that include assessment of student learning outcomes.

Academic programs include both undergraduate and graduate programs. They also include academic minors and certificate programs. At the present time, only academic degree programs complete annual reports; academic minors will begin preparing annual reports no later than the 2019-2020 academic year. Non-academic departments that interact with students potentially will be preparing annual reports before then. The evaluation of program student learning outcomes is completed for each program. The annual report for individual academic programs indicates progress on previous planned actions based on analysis of data collected and reported on program student learning outcomes. All academic programs prepare annual reports, regardless of whether the program is accredited. It also describes progress on the program's goals listed on the most recent five-year program review completed by non-accredited programs.

Timeline for Annual Report development for each academic program:

<i>Steps</i>	<i>Date</i>
Determine which 50% of the program student learning outcomes will be assessed that academic year <ul style="list-style-type: none"> • Do all courses in department and supporting courses from other departments directly support at least one program SLO? • If not, explain why or create a plan of action to modify the curriculum following standard university procedures 	August
Collect data from Fall semester	December-January

<ul style="list-style-type: none"> • Each degree program uses holistic rubrics (Fails to Meet, Meets, and Exceeds Expectations) and data from artifacts collected in the previous semester • Criterion established 	
<ol style="list-style-type: none"> 1. Collect data from Spring semester 2. Create an action plan for each measured SLO and enter into TracDat <ul style="list-style-type: none"> • If rubric indicated is less than a priori percent of students meeting expectations, then: <ol style="list-style-type: none"> (a) Program examines the relevance and level of their academic rubric, and, if found to be adequate, go to (b) (b) Department determines which course instructors need to work together to develop an action plan that relates directly to improving the specific SLO • If rubric indicated is equal or greater than a priori percent of students meeting expectations, then: <ol style="list-style-type: none"> (1) Department examines the relevance and level of their academic rubric, and, if found to be adequate, go to (2) (2) Continue to monitor the progress of program SLOs <ol style="list-style-type: none"> 3. Adjust the a priori goal (percentage of students meeting goal) meeting the expectation. Defend any changes. 4. Collect Faculty and Student Accomplishments for program majors 	May
Draft the annual report document for program input	May-June
Prepare the final document and submit to department chair for Academic Department Annual Report	June 30

Timeline for Evaluation and Follow-Up by Administration

<i>Steps</i>	<i>Date</i>
Dean and Provost respond to Annual Report	October 1
Program responds to Dean and Provost comments	November 1

Required Elements of Academic Degree Program Assessment:

- (1) Student Learning Outcomes that directly relate to student learning in academic programs and not to a specific academic department
- (2) Development of an SLO Action Plan
 - a. Annual reflection on previous SLO Action Plan
 - b. Assessment of at least 50% of SLOs each year and of each SLO in program at least twice during the five-year review period
 - c. Assessment of program student learning outcomes in more than one course
 - d. Assessment of all major/degree course in program, including required electives
 - e. Assessment of concentrations in program

Student Learning Outcomes as a Focus of Course and Program Review

As an institution, Mansfield University expects clear goals and related learning outcomes at program and course levels. A MU syllabus checklist identifies minimum, recommended, and best practice standards for all syllabi. These standards include a requirement that syllabi identify clearly stated student learning outcomes and describe the alignment of those outcomes to relevant University and program goals, inclusive of assessment measures. Through this effort, the institution supports its ability to track assessment through reviews of assignments in majors areas of study.

The Academic Affairs office collects all course syllabi electronically each semester so that meeting the University expectations of syllabi can be monitored. The Academic Programs Assessment Coordinator reviews the syllabi to verify inclusion of appropriate SLOs.

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In addition to providing the department's mission statement and the mission statement(s) for each of the degree programs housed in the department, the Academic Department Annual Report Form requires department chairs to describe how the department's degree programs support Mansfield University's identity as a public liberal arts institution. It also requires each degree program (including SLO assessment for program concentrations) to analyze assessment data and identify actions planned and taken to improve student learning. Academic degree programs also indicate progress toward meeting program goals identified in the program's most recent five-year review, including an analysis of the progress made and noting any challenges. As the form is designed for reporting by academic departments instead of individual academic programs, the department chair must also indicate progress toward department goals, which often are related to individual academic program goals. The final part of the Academic Department Annual Report Form includes two appendices, one for Faculty Achievements from July 1 of the previous year to June 30 of the reporting year and the other for Student Achievements during the same time period.