

Hunter Assessment Progress Report

Available online: <http://bitly.com/AssessmentProgressReport>



Department:

Academic Year:

This progress report has two parts: a **Self-Assessment Rubric** and an **Assessment Cycle Grid**. The purpose of the rubric is to provide a way for your department or program to discuss its strengths and weaknesses in its ability to develop a strong foundation for sustainable assessment practice. The purpose of the assessment cycle grid is to document the department’s or program’s recent assessment practice according to the four stages of the assessment cycle: (1) identify outcomes, (2) map to assessments, (3) assess data, and (4) use findings to close the loop.

Assessment is about improvement over time. Results will be used to determine how the Office of Assessment can best assist departments and programs.

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

Capacity Criteria	Developed	Emerging	Needs Work	Notes/ Attachments
Course Learning Outcomes in place	<input type="checkbox"/> All courses within the department or program include course learning outcomes that are student-centered, observable and aligned with assignments.	<input type="checkbox"/> All courses within the department or program include course learning outcomes, but they are not yet student-centered, observable and aligned with assignments.	<input type="checkbox"/> The department or program includes some courses without course learning outcomes.	<i>Link to archive of sample syllabi</i>
Department or Program Learning Outcomes in place	<input type="checkbox"/> The department or program has learning outcomes that are student-centered, observable and aligned with courses.	<input type="checkbox"/> The department or program has learning outcomes, but they are not yet student-centered, observable and aligned with courses.	<input type="checkbox"/> The department or program does not yet have overall learning outcomes.	<i>Department/Program Learning Outcomes Document</i>
Curriculum Map in place	<input type="checkbox"/> The department or program clearly aligns curricular offerings to specific learning outcomes.	<input type="checkbox"/> The department or program ties curricular offerings to levels of learning, but not yet to specific learning outcomes.	<input type="checkbox"/> The department or program does not yet explicitly tie curricular offerings to learning.	<i>Curriculum Map Document</i>

1 Need help? Contact the Director of Assessment, Meredith Reitman: mr928@hunter.cuny.edu. Visit the Office of Assessment website: www.hunter.cuny.edu/assessment



Capacity Criteria	Developed	Emerging	Needs Work	Notes/ Attachments
Assessment Methods in place	<input type="checkbox"/> The department or program has developed assessment methods that effectively convey information about student learning outcomes.	<input type="checkbox"/> The department or program has developed assessment methods, but they do not yet follow best practices.	<input type="checkbox"/> The department or program has not yet developed methods to assess itself.	<i>List of assessment methods and dates in use</i>
Assessment Plan in place	<input type="checkbox"/> The department or program has a plan that includes goals, strategies, resources and a timeline.	<input type="checkbox"/> The department or program has a plan but it is primarily focused on short-term or discrete projects.	<input type="checkbox"/> The department or program does not yet have an assessment plan.	<i>Assessment Plan Document</i>
Level of participation in department or program assessment activities	<input type="checkbox"/> Participation in assessment activities is widespread in the department or program through coordinated efforts.	<input type="checkbox"/> Some members of the department or program are participating in assessment activities, some are not; coordinated efforts are somewhat piecemeal.	<input type="checkbox"/> Only a few members of the department or program are participating in assessment activities; there is no coordinated effort yet.	<i>Description of coordinated department or program assessment efforts.</i>
Level of engagement with Hunter's assessment community, including the Office of Assessment, ACERT, the Assessment Advisory Board, relevant Senate Committees	<input type="checkbox"/> The department or program includes and supports members who regularly engage with and/or hold leadership roles on assessment groups on campus.	<input type="checkbox"/> The department or program includes some members who are moderately engaged and others who are not engaged with assessment groups.	<input type="checkbox"/> The department or program demonstrates little to no engagement with assessment groups on campus, participating only when required.	<i>List of faculty members' membership and/or participation with groups on campus.</i>
Assessment supports in place, including leadership, committees, dedicated faculty, funding	<input type="checkbox"/> The department or program has resources in place to effectively support assessment practice.	<input type="checkbox"/> The department or program has some resources, but they are not yet sufficient to support assessment sustainably.	<input type="checkbox"/> The department or program does not yet have resources in place to support assessment.	<i>List of supports, including funding, leadership, dedicated faculty.</i>
Immediate future of assessment practice	<input type="checkbox"/> The department or program has concrete plans for next steps with goals, roles and timelines.	<input type="checkbox"/> The department or program has plans for next steps but they are not yet clear or feasible.	<input type="checkbox"/> The department or program does not yet have plans for next steps or plans are stalled.	<i>List of next steps for assessment</i>



Assessment Cycle Grid: Fill in the grid, attaching any tools or analyses referenced.

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

Overall Comments (please keep these brief):

