Directions: Completing the Annual Assessment Report in Anthology Planning

Introduction

These instructions cover "Part 2" of the overall assessment reporting at U of I. This is generally done after faculty have contributed data (Part 1), and following analysis, discussion, and reflection. While assessment is a collective and inclusive practice, this final report is often completed by a department chair, program head, or assessment coordinator (or designee of any of these). These instructions only cover the "Annual Assessment Report," which is included in the unit/department's Annual Program Review report. See the [Annual Program Review website](#) for more information about other sections of the report.

Things you will need for the report

- Name of organizational or industry-based framework that informs your learning outcomes (if this exists)
- Analysis of the data contributed by faculty evaluating student performance on course-embedded measures, signature assignments, and/or capstone courses. Data points are reported in Anthology Outcomes.
- Meeting minutes or summaries of faculty discussion of data
- Meet minutes or summaries of discussion with other stakeholders
- Plans to implement any curricular or student experience/support changes, as a result of the data
- Reflection and/or data related to changes made in the past, as a result of assessment
- Notes and/or summary of efforts the program has made to ensure assessment practices are reliable (inter-rater reliability)
- Files or evidence of student evaluation (Example: survey results, examples of student work, copy of an assignment or a rubric used to evaluate students, etc.)

Directions for Completing Assessment Report Template in Anthology Planning

1. Make sure you have access in Anthology. The department chair, by default, should have permission for the full annual program review template in Anthology. Others may need to [request permission](#) (see "Permissions" section).
2. Login to [Anthology Planning](#). You should see your dashboard, that looks something like this:

   PRO TIP: To avoid browser caching issues, use a Private or Incognito browser window when working in cloud-based products, such as Anthology.
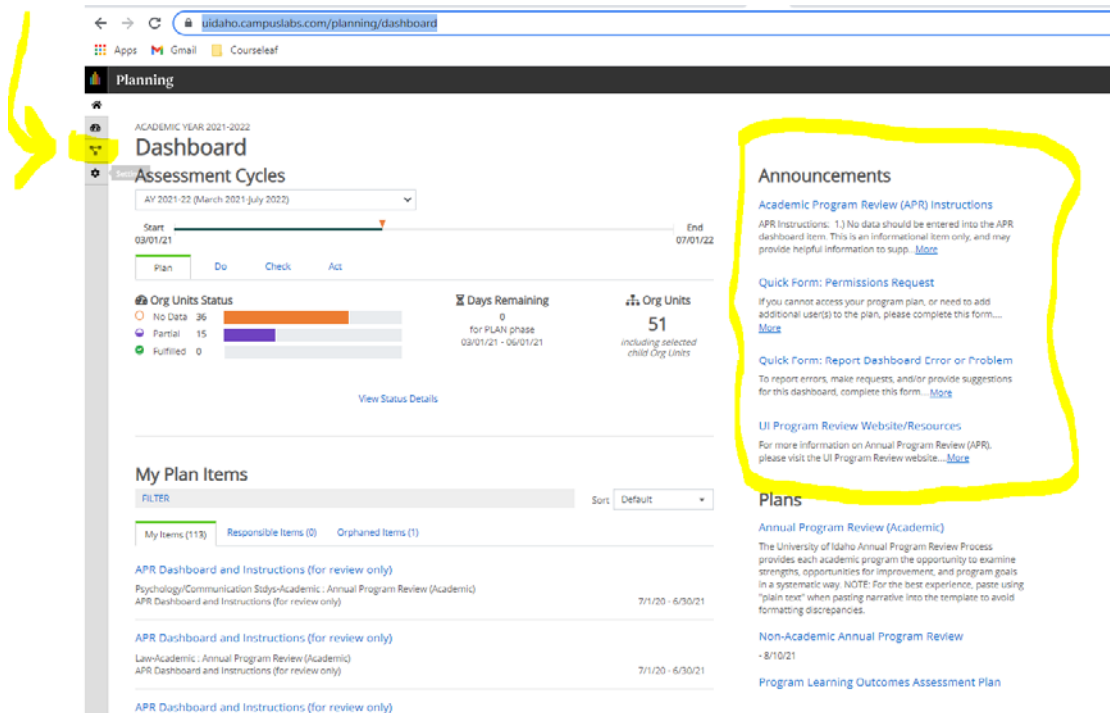
NOTE: Under "Announcements," you can find instructions for the full "Annual Review Process," "a link to the permissions request form," and other helpful resources.

3. Click on the "Plans" menu item, highlighted in the screenshot below with an arrow, in the upper left-hand corner of your screen. Each menu item, when you hover over it, will show you it's name.

4. Verify that you are looking at the correct year, plan, and organizational section. See screenshot below. If you need to change something, you can click on the box and select from the drop-down menu. Under "My Units," you should see any programs you have explicit permissions for.
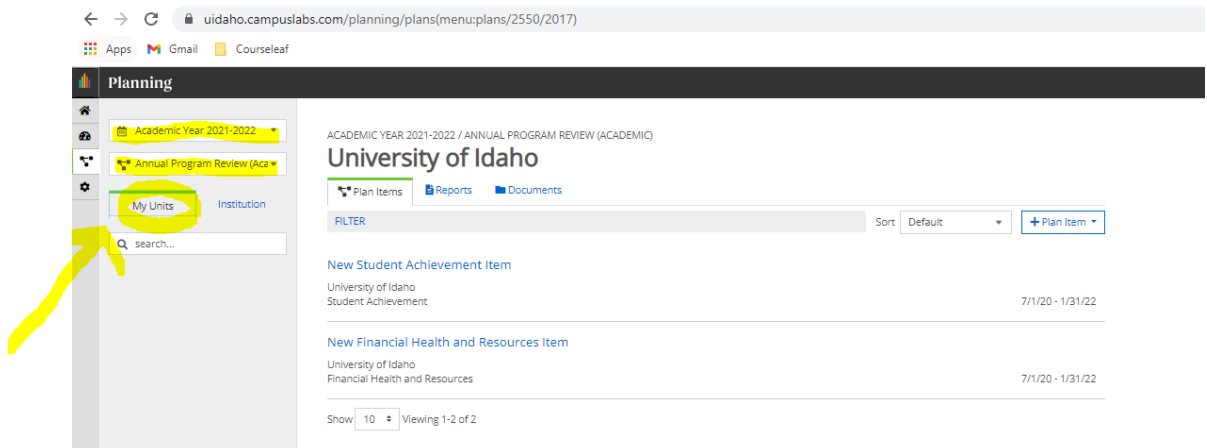

5. Select your program name, under "My Units." In the example below, the program "Career Ready" has been selected. You may have plan items already listed (in many cases, more than one person may be working on your Annual Program Review template). Each "plan item" is a "template." The Annual Program Review report is a collection of templates. If you do not have a template in your list like the one shown here…

New Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate o
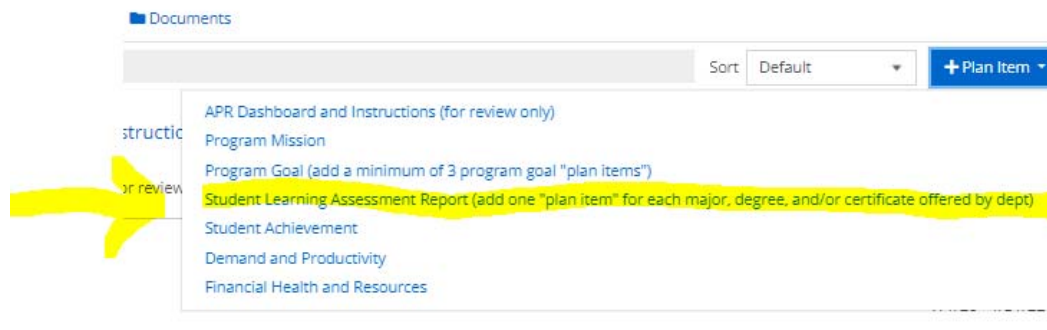
Career Ready
Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Then you will need to add one to the report. You can easily do this, by clicking "+Plan Item" on the upper-right-hand corner, as shown in the Career Ready example below:
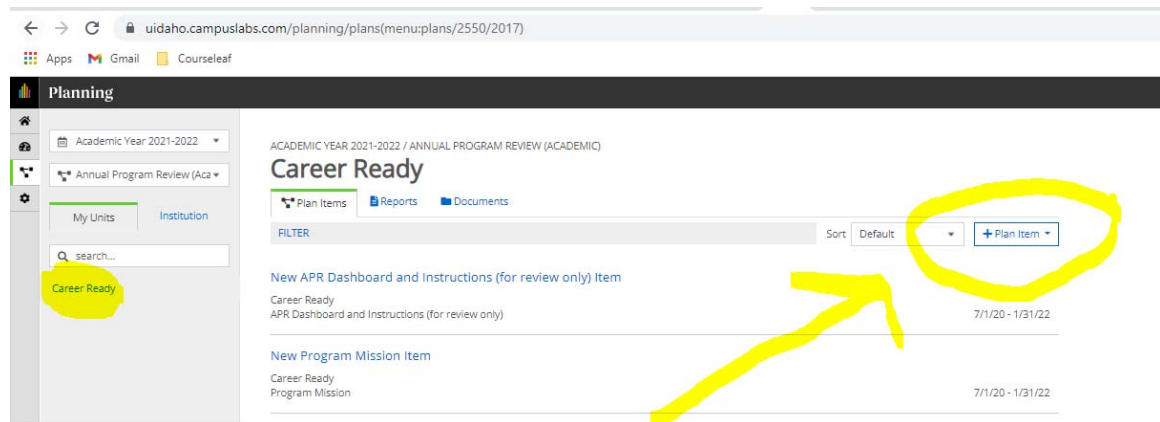
Select "Student Learning Assessment Report" from the options:

6. This will add the template to the report. You will need to do this for EACH major/degree-level you are responsible for reporting on. If you are doing the reporting for all majors/degree-levels in the unit or department, then you will be adding one for each program of study. It doesn't matter what order these are added in, or the order they show up on your screen.
7. Complete the "Student Learning Assessment Report" template. When you add the "Plan Item" in Step 6, it opens up the template for you. You can work in it from here, or you can leave it blank for now, scroll down to the bottom of the template and click "Done" to add this item to the report. Once this item has been added to the report, you can access it by clicking on it from the report items menu, as shown below, to reopen the template and continue working:

Career Ready

The open template looks like this and is ready for editing.

8. The following steps walk you through each <u>section</u> of this template. You can skip to whichever section you are working on. They are listed in the same order as found on the template. Changes are "auto-saved," and the template can be closed by clicking "done" at the bottom of the page.

<u>Section: Name of degree/major or credential</u>

Directions: Enter the title of the program of study in the box. Changes are automatically saved, when the green checkbox appears to the right of the box.

<u>Section: Assessment Cycle Start Date/ Assessment Cycle End Date</u>

Directions: These are prefilled dates and should not be changed.

<u>Section: Progress</u>

Directions: When working on to complete the template, select "Section in Progress." This lets others know it is in progress and not ready to be reviewed with others. When you have completed the template, change the progress box to "Section Completed, Waiting for Feedback." Changes are automatically saved, when the green checkbox appears to the right of the box, as shown below.

<u>Section: Assessment Report Contact</u>
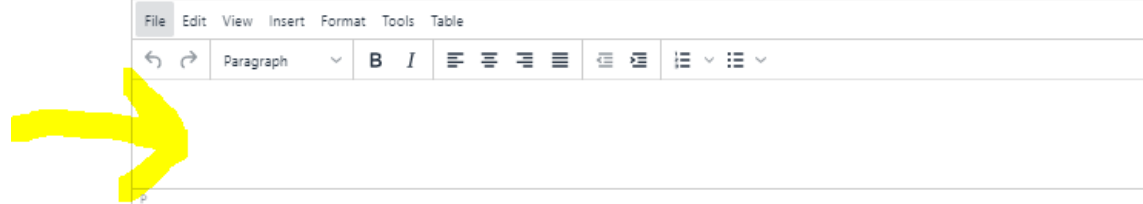
Directions: Enter the name of the person who is responsible for completing this template and/or this assessment report. If this changes, please change the contact's name here. This contact is specific to this major/degree-level. Changes are automatically saved, when the green checkbox appears to the right of the box.

Section: Program Changes

Program Changes
Please describe or list any changes to the program in the past year, including approved curricular changes, name changes, and/or organizational changes.

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Directions: This is a narrative box. You can type directly into the box, or paste from another source. Please "describe or list any changes the program has made in the past year, including approved curricular changes, name changes, and/or organizational changes." The narrative should be specific to this program of study (major/degree-level). Changes are automatically saved, when the timestamp appears below the box.

Section: Learning Outcomes are Communicated to All Students/All Faculty

☑ Learning Outcomes are Communicated to All Students in Program   ✅
Please check if students completing the program are aware of the program's learning outcomes.

☑ Learning Outcomes are Communicated to All Faculty   ✅
Please check if program faculty are knowledgeable of the learning outcomes for the program.

Directions: Click on the boxes for those statements that are true. The example above shows both statements clicked, and true. Changes are automatically saved, when the green checkbox appears to the right of the box.

Section: Framework Alignment

Framework Alignment
If your learned outcomes are aligned with an industry or professional association/organization's framework, please specify the name of the organization. If not, leave field blank. (Examples: Programs may align with or repurpose specialized or programmatic learning outcomes/objectives, state/licensure standards, or national learning or competency frameworks such as AAC&U, DQP, or NACE.)

Degree Qualifications Profile (DQP)   ✅

Directions: Type into the box, any professional association or organization that guides your assessment activity. If you have programmatic accreditation, this might be your programmatic accreditor (Examples: APA, ABA, ABET, AACSB, NASM, etc.). Or you may use a national framework (Examples: AAC&U, DQP, NACE, etc.). If your assessment is not aligned with external standards or framework, leave this box BLANK or enter "N/A." Changes are automatically saved, when the green checkbox appears to the right of the box, as shown below.

Section: Outcomes

Directions: Every program should be able to import their outcomes and data from Anthology Outcomes. It is unlikely that you will need to enter anything in the box. Click on "+Outcome" as shown above. This will open a new window: "Add Anthology Outcomes Data Source." Verify you are importing outcomes/data from the correct year. This might be data from the most recent academic year. Select "programs" to see programs available, or type in the name of the program of study, and hit enter. If nothing is showing up, you may need to wait a minute or so for the system to make the connection.

See example for the Career Ready department example below

In this example, data is collected on outcomes 1 and 3 only during the example year. We only bring these outcomes into the report. To do this, click on the "+" in the blue box (see the red arrow pointing at it) for each one. Verify they have been added. Those added will show up under "Added Outcome Assessments" as shown below. You can unselect one, by clicking the black "x" next to it. If all looks correct, click on "back to plan item" to finish the import.

Add Anthology Outcomes Data Source

Available Outcome Learning Goals

Academic Year 2020-2021 ▾

| Org Units | Programs |

🔍 career ready

Career Ready, BS

Career Ready, Minor

Career Ready, MS

Career Ready, PhD

Career Ready, UG Cert

Term:

| Overview | ▾ |

1.
Critical Thinking/Problem Solving
The student will be able to identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
View Outcome

✓

2.
Communication

No Results   ➕

The student will be able to clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
View Outcome

3.
Equity and Inclusion

✓

The student will be able to demonstrate the awareness, attitude, knowledge and skills required to equitably engage and include people from different local and global cultures.
View Outcome

Show 10 ▾ Viewing 1-3 of 3

Added Outcome Assessments

Critical Thinking/Problem Solving
Academic Year 2020-2021:
Term: Overview   ⊗

Equity and Inclusion
Academic Year 2020-2021:
Term: Overview   ⊗

‹ Back to Plan Item

Your data will show up in your template as shown below. This item is now complete:

Outcomes
Retrieve your learning outcomes assessment data from the most recent data collection period, corresponding with the start and end dates you entered for this report. Click on "+Outcome" or type outcome into box manually, if unable to import.
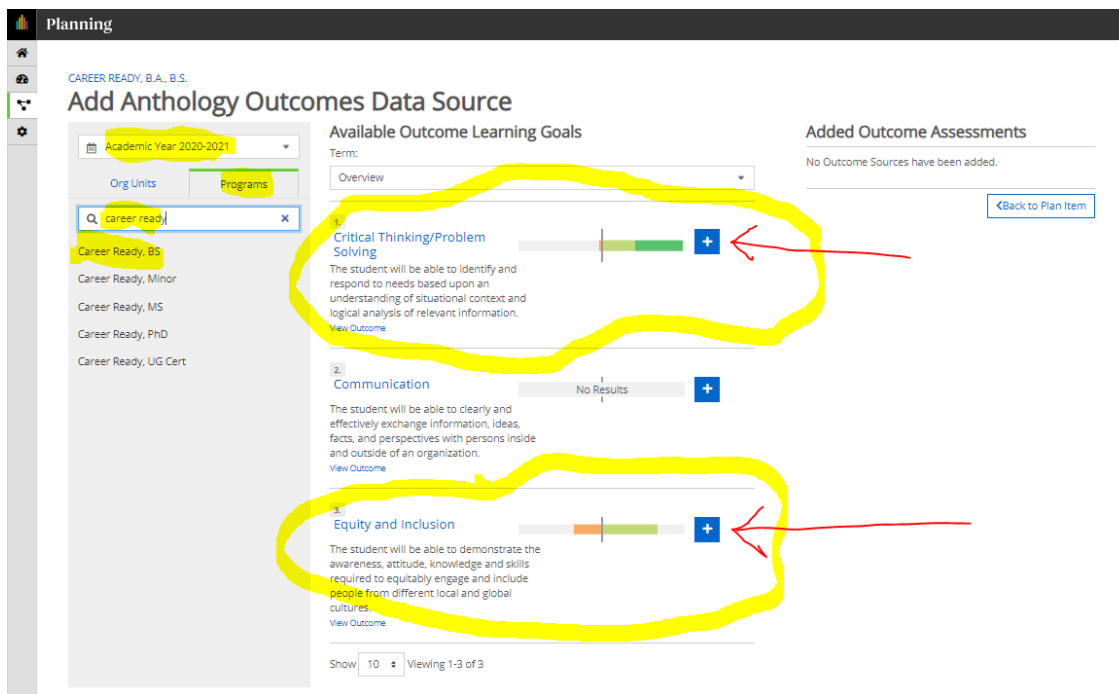
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+ Outcome

1.
Critical Thinking/Problem Solving
The student will be able to identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Academic Year 2020-2021: **Career Ready, BS**
Term : Overview

⊗

3.
Equity and Inclusion
The student will be able to demonstrate the awareness, attitude, knowledge and skills required to equitably engage and include people from different local and global cultures.

Academic Year 2020-2021: **Career Ready, BS**
Term : Overview

⊗

Section: Summary Findings

Summary Findings
Please summarize findings from data collected in the most recent assessment cycle. Include discussion of both direct and indirect measures to explain what the program learned from the data. (Optional: Upload or link any supporting evidence)

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Linked Documents   ＋Linked Document
There are no attachments.

Plan Item Files   ＋File   ＋Folder
There are no attachments.

Directions: This is a narrative item. Click into the narrative text box and type your response, or paste from another text source. This is an **overall summary**, of the data collected for the major/degree-level, during this reporting year. You may upload evidence as files or links. Changes are automatically saved, when the timestamp appears below the box.

Section: Faculty Review of Findings

Faculty Review of Findings
Please summarize faculty discussion of all the findings/results. What did the program learn and what changes are being considered to improve student learning or build on strengths identified from assessment? (Optional: Upload any evidence or supporting documentation, such as meeting minutes.)

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Linked Documents   ＋Linked Document
There are no attachments.

Plan Item Files   ＋File   ＋Folder
There are no attachments.

Directions: This is a narrative item. Click into the narrative text box and type your response, or paste from another text source. This is summary of **faculty discussion**, of the data collected for the major/degree-level, during this reporting year. You may upload evidence as files or links. Changes are automatically saved, when the timestamp appears below the box.

Section: Use of Assessment Data

Use of Assessment Data

Please summarize any changes or improvements being considered to the actual assessment of learning for this outcome.
(Please summarize any changes or improvements being considered to the actual assessment of learning for this outcome.
(Optional: Upload or link any evidence or supporting documentation.)

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Linked Documents   **+ Linked Document**
There are no attachments.

Plan Item Files   **+ File   + Folder**
There are no attachments.

Directions: This is a narrative item. Click into the narrative text box and type your response, or paste from another text source. This is summary of **data-informed decisions resulting from assessment this year.** You may upload evidence as files or links. Changes are automatically saved, when the timestamp appears below the box.

Section: Inter-Rater Reliability

Inter-rater Reliability

Please briefly summarize how the program ensures faculty members evaluate students consistently with one another when assessing students for mastery of program learning outcomes (upholding similar standards or using similar criteria for evaluating student work).

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Directions: This is a narrative item. Click into the narrative text box and type your response, or paste from another text source. This is summary of **coordinated effort(s) the program engages in to ensure the validity and reliability of data collected from faculty.** You may upload evidence as files or links. Changes are automatically saved, when the timestamp appears below the box.

<u>Section: Closing the Loop</u>

Closing the Loop

Please take a moment to reflect on past assessment efforts. Assessment is complete when the data has been used to improve student success. Briefly summarize improvements the program has seen as a result of changes that have come from past assessment efforts. (Optional: Upload any evidence or supporting documentation.)

File   Edit   View   Insert   Format   Tools   Table

↶ ↷   Paragraph   ∨   **B**   *I*   ☰ ☰ ☰ ☰   ⇤ ⇥   ☷ ∨ ☰ ∨

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Linked Documents   **+** Linked Document
There are no attachments.

Plan Item Files   **+** File   **+** Folder
There are no attachments.

Directions: This is a narrative item. Click into the narrative text box and type your response, or paste from another text source. This is **reflective summary of successes and lessons learned from prior years, not a plan for newly collected data.** You may upload evidence as files or links. Changes are automatically saved, when the timestamp appears below the box.