Southern Illinois University Carbondale
Program-Level Student Learning Assessment
Annual Assessment Report Instructions

We want you to do more than simply complete this report. The purpose of requiring an annual report is to provide ongoing opportunities for faculty to discuss student learning, review student artifacts, and improve educational programs through departmental discussions. This report is not about evaluation of individual students, faculty, courses, or departments. It is about reflecting on the student learning that occurs both within and outside the classroom.

You do not need to submit both an assessment plan and an annual assessment report, unless the program level student learning outcomes or procedures have changed specifically, you should just submit the annual assessment report.

You do not need to report on all your student learning outcomes each year. While your department may collect assessment data on more than two or three SLOs, you are only required to submit annual reports on two or three SLOs each year. This should facilitate the ability for departments to focus on using data to inform program changes without creating an undue assessment burden.

Alternate to Completing this Form: If you have produced an accreditation report/self-study within the past year (or produce accreditation assessment documents yearly), you can include such document(s) as attachment(s) to the Program Student Learning Assessment Report and then provide page numbers from your attachment on the Report form. Mapping the page numbers on the Report form enables readers to readily identify how your narrative addresses each question as it is asked on the Report form. Additionally, highlighting that information on the corresponding page within the narrative or accreditation document will help the College-Wide Assessment Teams quickly locate responses for which they are looking. Please also read the form and form instructions before completing an alternate report, so that all necessary components may be included.

Please e-mail the completed form as an attachment to assess@siu.edu. If you have any questions, please contact us.

James Allen, Associate Provost
and
Sharon Walters, Assistant Director
Office of Assessment and Program Review
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Annual Assessment Report Template


Academic Unit: School of Architecture
Department/Division: Fire Service Management

Academic Degree Program/ Degree Level: Bachelor of Science, Fire Service Management

Unit Dean: JuAn (Andy Wang) AWang@siu.edu
Department Chairperson: Walter Wendler Wendler@siu.edu
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Date Submitted: Dec 1, 2015

Assessment Plan Verification
Programs are only required to submit an Assessment Plan every four (4) years. However, programs must submit annual Assessment Reports based on the approved Assessment Plan. Programs should review their existing Assessment Plan with the program faculty as part of the review process to determine whether revisions are required based on the findings.

X No changes are required

Changes are required
If changes are required, please submit a revised Assessment Plan Template instead of completing this form.

Findings
Analyze the findings for the stated Student Learning Outcomes (SLO) listed on the approved Assessment Plan. Come to a clear understanding and agreement on areas that still present opportunities for academic degree program growth and improvement.

Please include information for every SLO assessed.

What Program-Level SLOs were assessed? All SLOs were assessed.

In which courses were SLOs measured? SLOs are assessed in all courses within the program

When were SLOs assessed? SLOs were assessed throughout the year as each course was taught.

Briefly describe how the learning outcomes were monitored, other than GPA or final course grade. Learning outcomes were monitored through the use of written examinations, written assignments and oral presentations.

What direct and indirect methods were used? Direct methods used were testing, assignments and presentations. Indirect was by use of the end of course survey.

What performance benchmarks were used? Performance benchmarks are imbedded within the course syllabus as determined by each instructor. These performance benchmarks are written examinations, written assignments and oral presentations.

How did you determine the performance benchmarks (i.e., whether students exceeded, met or did not meet the expectations described in the approved Assessment Plan. Benchmarks are set throughout the program by each instructor. Determining how well the students did on those benchmarks is assessed by the instructor through the use of assignments, testing mechanisms, and presentations by the students.

What data/evidence were used to determine graduates have achieved the stated outcomes for the degree/program? Please include information for each SLO assessed.

For each SLO, how many (or what percent of) students were assessed? How many students exceeded expectations, met expectations, did not meet expectations, and/or were exempt from assessment? 100% of the students were assessed on all SLOs. 95% of the students exceeded expectations, 5% met expectations. None were exempt from assessment.

When and by whom were results analyzed? The results are analyzed by each instructor for the course they are teaching at the conclusion of that course. The Program Coordinator analyzes the results at the end of each semester.
What was learned about student learning? In this program we have learned that all of our students have an eagerness to absorb as much material as possible so that they may continue their move up the corporate ladder. What was learned about the strengths and weaknesses of the program? With both student and instructor input we continue to improve upon our strengths and improve upon our weaknesses. Did any patterns emerge with regard to the SLO(s)? No. What can you infer from the data? That we are on the right path and to continue to work on further improving our program. The strength of this program continues to be the dedication of the instructors and the hunger that the students have for learning new material.

What will the department or program do as a result of the information? (Please note specific changes as they affect student learning and relate to the assessment process. If no changes are planned, please describe why no changes are needed.) There are no program changes needed. We continue to exceed our expectations both from a faculty standpoint and a student standpoint. We continue to be recognized as one of the best in the country. What program changes could you make to improve student knowledge and skills that did not reach criterion success levels? None. What future actions should the program take? None at this time.

Ideally, you should include findings for several years and explain any patterns and trends. For example, how does the current year data correlate with previous years?

If you prefer, you may complete the Assessment Chart Format instead of this section.

*Document the findings of assessment. Summarize the results for reporting purposes; be sure to retain detailed documentation on file for reference purposes if needed (accreditation, program evaluation, etc.).

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### Action Plan/Assessment Infrastructure

**Part 1: Describe the strategies used for program improvement development, methods for reporting results, timeline and individuals responsible for assessment activities.** Please note: NOTE: It is of critical importance to the Higher Learning Commission that programs make strong connections between the data they are collecting on Student Learning Outcomes and using that data to: reflect upon the current state of student learning; make changes to the curriculum (when necessary); and share that data with stakeholders (both internal and external). This section should include, but not necessarily be limited to the following:

Program improvement is a group process where all instructors and the Advisory Committee have input when necessary. Each instructor is responsible for their own assessment of courses taught. The Program Coordinator assesses results at the conclusion of each semester.

**Part 2: Explain how program faculty members were involved in the assessment process.** (Describe the process that was implemented to ensure that faculty were involved in the assessment process, i.e., does a faculty committee (e.g., curriculum committee) actively communicated with program faculty? Are administrative support personnel involved in the assessment process? How so? Please provide any additional relevant information.).

Program faculty members review their assessment process for each course they teach. In addition the assessment plan is reviewed at our annual faculty meeting in June.

**Part 3: Reviewing student learning outcome data and making adjustments to the academic program.** (What future actions should your program take? How can you assist students develop the learning outcomes you wish them to achieve? Are changes made to specific courses (if warranted) for program improvement? Is the pedagogy reviewed and revised based on assessment data? Please provide any additional relevant information.)

No action necessary

**Part 4: Reviewing and making adjustments to the academic assessment plan.** (Are changes necessary in your objectives? Are your assessment methods providing you the quality and quantity of information you need? Please provide any additional relevant information.)

No changes necessary at this time for the academic assessment plan

**Part 5: Please provide any additional relevant information not explicitly covered above.**

Click here to enter text.

### Appendices (please include any of the following that are applicable to your program)

- Assessment Data Summaries
- Measurement Standards
C. Survey Instruments

Optional:

Is assessment integrated into off-site locations and distance education courses offered by the program? (Complete only if applicable). Assessment is a very big part of our site locations. Since we only teach off site we must insure that our program meets or exceeds the expectations of the assessment plan. To do this we constantly monitor course material, instruction, assessment methods, etc.

Discuss how the program ensures comparability of student learning outcomes in face-to-face and distance education settings. (Complete only if applicable).

*The quality enhancement process is continuous and includes completion of annual assessment cycles that use the results to make improvements to your academic program. Improvements might include revising organizational structure, reallocating resources, revising administrative policies/procedures, revising curriculum, individual course revision, sequencing of courses, inclusion and/or modification of educational experiences and strategies (e.g., undergraduate research, internships, practicum, study abroad, service learning).

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