

**Purpose & Protocol for Annual Academic Program Assessment Report Review, May 2019**  
**Assistant Provost for Assessment, Student Learning and Effectiveness**  
**Institutional Effectiveness Committee**  
**Colorado State University-Pueblo**

Annual Academic Program Assessment Report Review

All academic programs (i.e., graduate, undergraduate, stand-alone minors, and certificates) are required to submit annual reports on the assessment of student learning. These reports provide information about the state of teaching and learning on campus, and about departments' on-going efforts to enhance student learning. Programs should use the [assessment report template](#) to describe and celebrate their successes, identify weaknesses in student learning, and to summarize curricular and pedagogical changes that occurred as a result of reviewing the assessment information generated in the past year. In addition, departments are asked to review their academic program assessment plans and to submit updated plans if changes were made in the previous year. Changes in student learning outcomes or assessment activities should also be forwarded to the Registrar's Office for inclusion in the annual catalog.

Purpose

The purpose of the assessment report review and feedback includes the following:

- Improve teaching and learning, the core objective of assessment.
- Provide peer feedback to academic departments related to the content and process of their assessment activities. Peers provide perspectives outside the department that can be more objective.
- Enhance peer reviewers' knowledge of assessment techniques and processes.
- Offer constructive feedback to make program assessment more effective and efficient, and to improve future reports.
- Call upon deans to assume an active role in supporting their programs' assessment and improvement activities.
- Review and summarize progress on assessment from across campus.
- Design campus activities, including faculty professional development, based on the reports.

Protocol

Annual assessment reports are forwarded in electronic format to the dean of the respective college housing the programs and to the Assistant Provost for Assessment & Student Learning no later than May 20 of each year. Deans review and analyze the reports, and submit a memo describing the strengths and weaknesses of assessment processes across their college and the role the dean will play in strengthening assessment processes (e.g., improved alignment with the college mission, improved alignment in the college strategic plan, allocation of resources) for the following year.

The reports are placed on the assessment [website](#) and then reviewed by members of an ad hoc group of faculty from across campus. Two independent reviewers use a common rubric as the basis for their review and feedback. These responses are summarized and, along with the Assistant Provost's comments, become the basis for email feedback to each chair or assessment coordinator. The feedback is intended to assist departments in implementing efficient, effective assessment processes that result in on-going improvement of teaching and learning. Deans are provided with a summary of the feedback for their programs. The Assistant Provost meets with each dean and chair during the fall semester to discuss the specific findings, general trends, and ways assessment efforts can be improved and supported.

A summary of assessment results is compiled by the Assistant Provost for Assessment & Student Learning which is forwarded to the IEC members and the Provost for review.

### Guidelines for peer reviewers

Use the assessment report review rubric to review each program's report.

Carefully review the assessment report and refer to the most current assessment plan to assure the program is on target.

Provide positive comments as well as constructive criticism.

Recognize efforts departments make to use their assessment processes and make the results transparent.

Confirm that assessment activities result in academic program improvement where possible, rather than just changes to assessment processes/methods.

Recognize close approximations to the ideal assessment report.

Make recommendations rather than mandates; the review should be collegial and not punitive.

Recognize the expertise of the faculty submitting the report and the standards they value; units approach assessment from their own discipline using processes that make sense to them.