

Dallas Baptist University Institutional Effectiveness Documentation
Annual Report Outline - Academic

Fiscal Year (Reporting Period): **2020-2021**

College/School:

Academic Program/Degree:

ACADEMIC PROGRAM MISSION STATEMENT

MISSION STATEMENT:

A specific mission statement for your academic program that flows out of the DBU mission statement. Your mission statement identifies the reason for your program's existence as you serve students and seek to produce servant leaders.

CURRICULUM MAP and GOAL/LCO ROTATION CHART

CURRICULUM MAP: (Goals, LCO's, Courses, Assessment Tools utilized)

A curriculum map is foundational to assessing student learning. It must be current, and identify specific forms of assessment in appropriate courses to measure the degree to which students have achieved mastery of each identified learner-centered outcome. The Goal/LCO Rotation Chart should show the years each outcome will be assessed.

GOAL/LEARNER-CENTERED OUTCOME/ASSESSMENT TOOL(S)

Two Goals from Curriculum Map identified on the "Goal/LCO Assessment Rotation" for this academic year.

GOAL: (*Graduate Focused* - IDENTIFY IN **MAY)**

A statement which identifies an overarching, broad competency or skill needed by graduates from your discipline in order to be effective servant leaders in today's world. A goal tells in relatively broad terms what the student should know upon graduation.

LEARNER-CENTERED OUTCOME: (*Student Focused* - IDENTIFY IN **AUGUST)**

A clear and concise statement of one or more components of the goal for the student to master. It is an ability that impacts progress toward the goal and is observable and measurable.

ASSESSMENT TOOL(S): (*Student Learning Focused* - IDENTIFY IN **AUGUST)**

The assessment tool is the investigative means to gather the concrete data in order to make sound decisions which can enhance student learning. An Assessment (e.g., essay, exam) is utilized with students to gauge learning and progress toward mastery of the LCO. The specific Scoring Method (e.g., rubric, external certification criteria) for the assessment should measure the degree to which the LCO has been achieved. Course(s) where the assessment tool will be utilized should be identified along with the desired level of mastery.

IMPLEMENTATION OF LEARNER-CENTERED OUTCOMES (FALL SEMESTER)

DIAGNOSTIC/FORMATIVE ASSESSMENT (SEPTEMBER-NOVEMBER)

RESULTING DATA/ASSESSMENT REVIEW/CONCLUSIONS DRAWN

EXAMINE DIAGNOSTIC OR FORMATIVE RESULTING DATA: (DECEMBER/JANUARY)

The facts! The percentages, the numerical count, the figures generated by the assessment tool. Report results from a diagnostic assessment administered prior to learning (e.g. pre-test) or from a formative assessment given during the learning process (e.g., mid-term assessment or assessment from a prior semester).

JOINT ASSESSMENT REVIEW: DECEMBER/JANUARY)

Who gathered to look at the data and carefully consider the evidence? When and where did you meet?

CONCLUSIONS DRAWN: (DECEMBER/JANUARY)

What did you discover about student learning in analyzing the data? Identify specific area(s) of weakness and conclusions reached by your faculty based on the data. Data-driven decisions lead to improvement! What intervention or actions did you conclude were necessary to address weak area(s) to achieve mastery of the LCO?

IMPLEMENTED ACTION PLAN/SPECIFIC IMPROVEMENT/RESULTS

IMPLEMENTED ACTION PLAN: (SPRING SEMESTER)

Clearly describe the intervention or specific change which took place in order to help students master the learner-centered outcome. In which class(es) were strategies implemented in order to accomplish deeper learning and achieve student learning improvement?

SUMMATIVE ASSESSMENT (APRIL) (IF APPROPRIATE)

REPORT SPECIFIC IMPROVEMENT/RESULTS MADE DURING REPORTING PERIOD: (MAY)

Describe in detail the results and impact of the Action Plan carried out to improve learning. For reporting Summative Data, use charts, graphs, etc. to show the results and how it compares with Diagnostic or Formative Data. Was improvement in learning demonstrated and is it clearly tied to mastery of the specific learner-centered outcome? What supported the accomplishment of the LCO? If improvement was not achieved, summarize future actions which will be implemented to enhance student learning and mastery of the LCO.

Repeat same process for your second goal.