**Annual Performance Report**

**Undergraduate**

Department/Program:

Date submitted:

Person(s) submitting report:

This program:

\_\_\_is taught entirely online

\_\_\_is at least 50% (of the program) taught by distance education

\_\_\_utilizes distance education, but this is less than 50% of the program

\_\_\_does not have any online courses

(Distance education is defined by the Higher Learning Commission as: **“**education that uses one or more of the technologies…to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously” https://www.hlcommission.org/Monitoring/distance-delivery.html)

*Please note that there are 12 questions and a log that should be completed with this report.*

**STUDENT LEARNING (Questions 1 – 6)**

1. Please copy and paste the table from the assessment plan here that provides student learning outcomes, measures, and targets. <https://www.siue.edu/innovation/assessment/assessmentplans.shtml>

The program student learning outcomes should align with SIUE's Objectives for the Baccalaureate Degree.

2. Please provide data from your assessment measures illustrating trends over the past 2 years at least. Include summarized data for all program assessments. This section should show results of student learning for each assessment included in the table above. You may attach tables summarizing the data and provide a brief narrative describing the specific findings.

\*If there are any student learning outcomes that suggest potential concerns, please list these in the continuous improvement table and describe how these will be monitored.

3. Please complete the following table with overall results from the Senior Assignment:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester** | **Number of Students Completing the Senior Assignment** | **# of students exceeding expectations** | **# of students meeting expectations** | **# of students NOT meeting expectations** |
| Summer 2018 |  |  |  |  |
| Fall 2018 |  |  |  |  |
| Spring 2019 |  |  |  |  |
| **Total for FY19** |  |  |  |  |

4.   Please complete the following table with Senior Assignment results related to the Objectives for the Baccalaureate degree. Please include data for all students completing the Senior Assignment in your program in FY19 (e.g. Summer 2018 – Spring 2019)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective** | **Number of students where this objective was measured** | **% of students exceeding expectations** | **% of students meeting expectations** | **% of students NOT meeting expectations** |
| **Analytic, Problem Solving, and Decision Making Skills** |  |  |  |  |
| **Written Communication** |  |  |  |  |
| **Oral Communication** |  |  |  |  |
| **Foundation in Liberal Arts and Sciences** |  |  |  |  |
| **Value of Diversity** |  |  |  |  |
| **Scientific Literacy** |  |  |  |  |
| **Ethics** |  |  |  |  |
| **Preparation in an Academic Discipline** |  |  |  |  |

5. After reviewing the assessment results the department has decided to: (check one)

* Stay the course and continue to monitor; we’re satisfied that the program is preparing students to meet the benchmarks/ outcomes/goals.
* Monitor the results and investigate causes; we may need to make changes but need more information to make that decision. (please list what you plan to investigate)
* Make changes. (please list changes below)

Comments:

6. Please complete the attached Continuous Improvement Logregarding the program’s continuous improvement activities. If it is helpful to provide context or to describe general improvements, please write a brief summary of continuous improvement efforts undertaken by the program in ’18-‘19.

*Note: If the program has changed or modified the assessment process, please attach the program's revised assessment plan.*

**Continuous Improvement Log**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What have you identified in your assessment data or other information that you are looking into further?** | **What specific data or evidence was used to identify the problem?** | **What is the source of the evidence or data?** | **What action(s) have been taken or solutions identified to promote improvement?** | **When did the action(s) occur?** | **What are the results of the change(s) or improvement(s)? Provide evidence demonstrating the outcome.** If there is not yet evidence to demonstrate change, what anticipated outcomes do you expect? |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**ONLINE ASSESSMENT** – (Question 7) Complete this section if you have at least one online course in your program; if you only have traditional or hybrid courses, please move to Enrollment and Completion

7. Complete the table below for all online courses in your program offered during this academic year. If there is no similar traditional course to the online course, include ‘NA’ in the appropriate cells. **If there are substantial differences between online and traditional courses, please include comments and/or plans for resolution.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course number**  | **Are the course objectives the same as the traditional format course? (Y, N, NA)** | **Of the students that enrolled, what percent completed the online course with a C or better?** | **Of the students that enrolled in the same course but in traditional format, what percent of students completed the traditional course with a C or better?** | **How do you ensure that this course is coherent, cohesive, and comparable in academic rigor to the traditional format course?** | **Were there any difficulties experienced in offering this course online?** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**ENROLLMENT AND COMPLETION** – (Questions 8 – 11)

8. If applicable, please describe the Department’s contributions to:

* General Education
* Other Programs
* Other

9. Please complete the enrollment table and describe how the program is addressing these trends. The response should outline any curricular decisions or external factors that have led to changes in enrollment. If the change in enrollment potentially affects student learning, please describe the issues at stake. Use this link to find degrees granted and enrollment: <http://www.siue.edu/inrs/factbook/annex.shtml>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | FY 16 | FY 17 | FY 18 | FY 19 |
| # degrees granted |  |  |  |  |
| # of students enrolled (Fall) |  |  |  |  |
| Optimal enrollment |  |  |  |  |

Description:

10. Describe what support the program might need to reach its optimal enrollment.

11. Please comment on graduation and retention rates. Describe whether the program has any concerns about retaining students in the program and discuss whether there are any potential barriers to completion that might need to be addressed.

**EXPERIENTIAL EDUCATION** – (Question 12)

12. Experiential learning entails learning by doing, reflecting upon the learning, and feedback. Please complete the following table with information about any of the listed activities where students participate in experiences that allow for structured practice with real world problems or scenarios, they reflect on their practice, and they receive feedback. Please include activities only once in the table if they meet multiple categories. For example, if a practicum includes simulation, include the activity only under practicum or simulation, but not both.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **List the course or courses where this activity occurred if applicable – does not have to be part of a course\* and the term** | **Brief description of the activity** | **Number of students that participated** | **Number of hours spent on the activity per student** | **Note if this is required or elective in the program (R or E)** |
| Case studies |  |  |  |  |  |
| Client-based projects |  |  |  |  |  |
| Clinical experiences |  |  |  |  |  |
| Competition/ Exhibition |  |  |  |  |  |
| Co-ops |  |  |  |  |  |
| Fellowships |  |  |  |  |  |
| Field trips |  |  |  |  |  |
| Field work |  |  |  |  |  |
| Graduate research projects |  |  |  |  |  |
| Internships for credit |  |  |  |  |  |
| Internships not for credit |  |  |  |  |  |
| Laboratory work |  |  |  |  |  |
| Performances |  |  |  |  |  |
| Practicums |  |  |  |  |  |
| Service Learning / Community Service |  |  |  |  |  |
| Simulations |  |  |  |  |  |
| Student teaching |  |  |  |  |  |
| Study Abroad |  |  |  |  |  |
| Supervised training |  |  |  |  |  |
| Undergraduate Research  |  |  |  |  |  |
| Volunteer experiences |  |  |  |  |  |

\*This may include department/school/student organization activities as well.