**Department/program Outcomes Assessment Report (DOAR)**

**Spring 2020**

*Department or program:*

*Academic year:*

*Name of person filing this report:*

*Date of departmental outcomes assessment meeting:*

*Who was present:*

**Introduction:**

In conjunction with our upcoming reaccreditation, we are working to establish clear links between your department’s curriculum and its stated learning goals and objectives, as well as to characterize the process by which the department assesses student achievement of these goals/objectives. This DOAR will help the college articulate the above mentioned connections and the mechanisms by which your department gauges student achievement of the departmental goals/objectives.  *(Please submit your report as an e-mail attachment to Amy Quinlivan, quinlivana@kenyon.edu, by June 30, 2020.)*

**Meeting & Report:**

This report will summarize the department’s discussion of learning outcomes for students/majors in your program, addressing the following items:

**1.** List your department’s current learning goals and learning outcomes.

Please check that a current copy is found on the Office of the Provost’s departmental site:<https://www.kenyon.edu/directories/offices-services/office-of-the-provost/faculty-resources-information/department-mission-statements-and-assessment-plans/>. *(If this site does not have a current version, please email it to Jalene Fox, foxj@kenyon.edu).*

**2.**  As we go forward with the reaccreditation process, the following information will help in determining which departmental outcomes are more amenable to consistent evaluation.

**a)** For each departmental learning goal/outcome, indicate if there is a departmental mechanism/ assessment tool available for evaluating student proficiency. *This likely ties to the answers you provided for the curricular mapping exercise, specifically the assessment tools named at the bottom of “Spring 2020 Dept Curricular Map” (spreadsheet #2)*

**b)** For each departmental learning goal/outcome that can be evaluated, answer the following questions:

**i)** List the major pieces of evidence (ex. papers, projects, etc.) that are used to provide an understanding of the student’s proficiency in this area. Briefly explain why these pieces of evidence can demonstrate proficiency. *For example, for an outcome related to critical thinking, a paper from a 200-level course and the senior capstone could provide evidence of the student’s proficiency (and possibility growth) with respect to the outcome because…*

**ii)** In short, how are these artifacts assessed? *For example, are the papers evaluated by individual faculty members using their own specific criteria or employing a departmental “critical thinking” rubric? Are the papers graded by small teams of faculty using a rubric that is tailored to the specific class? etc.*

**3.**  The department has been provided with the previous five years of your DOARs (Amy Quinlivan will share this information with the Chair via a Google doc). For the following questions the department should discuss the major issues that have come up over the last five years (ex. curricular decisions and modifications, changes in student preparation, resource concerns, etc.) in the context of the questions that follow. Aside from gaining a more coherent understanding of how these matters have developed over the recent past, we are interested in knowing if the evolution resulted from a “closing of the feedback loop.”

**a)**  After examination of these past five years of DOARs, briefly highlight the major issues discussed over the years.

**b)** For each major issue, answer the following questions:

**i)** Indicate if the issue relates to a departmental goal/outcome and if yes, specify which one(s).

**ii)** What alerted the department to this issue, ex. a particular event, student feedback, etc.

**iii)** What, if any, action was *proposed* to mitigate problems, bolster strengths, etc., surrounding this issue. State the rationale behind the proposed action(s).

 – If the action was implemented, briefly discuss the result. In discussing the result, specifically indicate if there were any changes in student achievement of departmental goals/outcomes.

 – If the proposed action was not carried out, briefly discuss why the department made that decision.

**iv)** What, if any, action will continue in the future. State the rationale behind the future intention, and specifically indicate how knowledge gained in the last few years is informing the action of the future.