**HLC Progress Report**

**Interim Assessment Reports for 2013-2014**

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| The Assessment Subcommittee has outlined a year-long process to assure that we fulfill the requirements set out by the Higher Learning Commission (HLC) for our mandated January 2015 Progress Report. Each department is required to submit a two-part “Interim Assessment Report” that focuses on a direct measure of student learning for at least one Program Learning Outcome. This document serves as a template for both parts of these Interim Assessment Reports. Departments are encouraged to focus their efforts on activities that are meaningful and fulfill the aims of their five-year assessment plan.  For more information, please contact either Paula DeHart ([Paula.DeHart@uwsp.edu](mailto:Paula.DeHart@uwsp.edu)) or Michael Estanich ([Michael.Estanich@uwsp.edu](mailto:Michael.Estanich@uwsp.edu)), or visit:  [http://www.uwsp.edu/acadaff/Pages/ProgressReport2015/InterimAssessmentReports.aspx](https://www3.uwsp.edu/acadaff/Pages/ProgressReport2015/InterimAssessmentReports.aspx) |

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| **Department or Academic Unit:** |  |

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| **Name of the Major / Program of Study:** |  |

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| **Name of Primary Contact Person:** |  |

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| **Part One: Interim Assessment Plan DUE: November 15, 2013** |

**1. List at least ONE Program Learning Outcome to be assessed:**

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**2. Describe the method of Direct Assessment that will be utilized (student performance/work) and the evaluation criteria / rubric that will be applied to assess student learning (attach separate documents if needed):**

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**3. Identify in which classes and sections the assessment evidence will be gathered and which instructors are responsible:**

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| **Part Two: Interim Assessment Report DUE no later than: June 15, 2014** |

**4. Summarize the results from all assessment evidence gathered (attach separate documents like charts, graphs, or tables where needed to summarize the results):**

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**5. Reflect on what these results reveal about student learning in the course/program:**

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**6. Explain how the results will be used to guide future efforts (i.e., how assignments and/or course might be altered, how your program might be impacted, and/or how future assessment efforts might be structured):**

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