

Assessment Progress Template Feedback 2022-2023

Program: Philosophy and Religion (B.A.) -
 Religion Concentration
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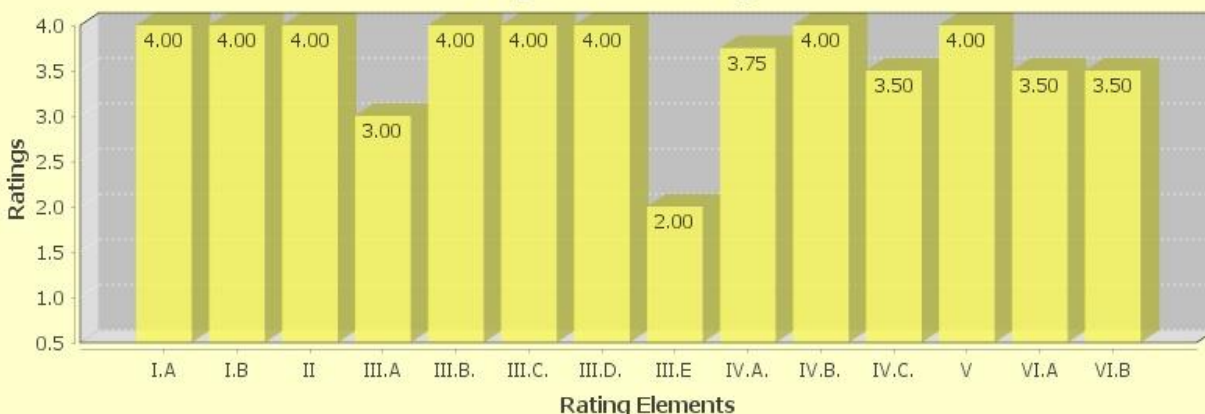


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Average Rating Across Elements = 3.7*

3.4 or higher meets exemplary standard established by faculty. Please scroll to the bottom of this page to see information about the reliability of these feedback scores.

Program Summary



Exemplary Assessment



I.A. Student-centered learning objectives - Clarity and Specificity

4.0

Excellent job in stating the objectives using clear precise verbs and with a comprehensive description of content domains.

I.B. Student-centered learning objectives - Orientation	4.0
All objectives are stated in student-centered language. Very good!	
II. Course/learning experiences that are mapped to objectives	4.0
All objectives are mapped to courses within the program. Nice job!	
III.A. Systematic method for evaluating progress on objectives - Relationship between measures and objectives	3.0
General detail as to the alignment between measures and SLOs. To strengthen this area, consider providing more detail as to how each measure relates to each SLO (i.e., items on the REL101, elements of the REL200 rubric).	
III. B. Systematic method for evaluating progress on objectives - Types of Measures	4.0
Direct and indirect measures are used to assess the SLOs. However, SLOs 4 and 5 are measured by indirect measures.	
III. C. Systematic method for evaluating progress on objectives - Specification of desired results for objectives	4.0
Well done! The desired results are clearly presented and justified for each measure.	
III. D. Systematic method for evaluating progress on objectives - Data collection & Research design integrity	4.0
A wealth of information is provided for the instruments used in this cycle. They seem to be adequate for the purpose of the assessment. The report also makes reference to conditions of the tests and surveys. Very good!	
III. E. Systematic method for evaluating progress on objectives - Additional validity evidence	2.0
Consider reaching out to PASS (programassessment@jmu.edu) for evaluating the reliability of both multiple-choice and rubric measures.	
IV. A. Results of program assessment - Presentation of results	3.75
The report presents results that are related to the objectives covered by the measures. To further improve this area, attempt to connect the results directly to the learning objectives.	
IV. B. Results of program assessment - History of results	4.0
Several years' worth of results are presented in addition to the current year, which allows for a nice longitudinal comparison across many years. Excellent!	
IV. C. Results of program assessment - Interpretation of results	3.5
The program has done a good job interpreting the results. In the future consider including whether or not multiple faculty members interpreted these results. Good job!	
V. Documents how results are shared with faculty/stakeholders	4.0

The Philosophy and Religion (B.A.) - Religion Concentration is commended for providing the APT on the department website! This allows stakeholders of the program, both internal and external, an opportunity to view the work the program has done. Well done!

VI. A. Documents the use of results for improvement - Improvement of programs regarding student learning and development

3.5

Excellent job ensuring all faculty are involved in the design of the curriculum and program outcomes! SLOs are at the basis of assessment, and ensuring that the SLOs match what the program values in important. Additionally, the program noted results from the Senior survey and exit interviews and aims to improve advising.

VI. B. Documents the use of results for improvement - Improvement of assessment process

3.5

The program outlines numerous plans to improve the assessment process. Many of these changes aim to improve the quality of the assessment (i.e., more data). The program could provide more detail as to how the planned alterations are impacted by the current assessment plan.

VII. Overall Comments

Overall, the Philosophy and Religion (B.A.) - Religion Concentration communicated the assessment process clearly, well done! The program could strengthen its claims by providing reliability and validity estimates for measures. The program has a strong assessment foundation that seems to be a staple throughout many of the faculty. This is noted by the contributions of multiple faculty writing the report.

*All APTs are rated by two raters. The average score is more reliable than individual trait scores (i.e., IA – VIB). For the average score, a .3 difference from year to year is likely meaningful. On the other hand differences of half a point or less may not be meaningful at the trait score level (e.g., III.B.). That is, they could be attributable to factors such as rater subjectivity (which is inherent in all rating processes) or changes in presentation format. Note that scores near the Exemplary cutoff are evaluated by at least one other rater for a total of three or more raters for that APT.

From a more technical perspective, the reliability of this two-rater design is .90. If another two trained raters evaluated the same APT, 68% of the time the average APT score would be within .15 of the reported score. 95% of the time the average APT score would be within .30 of the reported score. Ratings for the Individual Traits (IA – VIB) are less reliable and should be considered more as a rough gauge of a program’s strengths and weaknesses regarding assessment practice and reporting (68% CI = + or - .35 ; 95% CI = + or - .70). For more information refer to the [FAQ](#) sheet.