

## **GUIDELINES FOR REPORTING ASSESSMENT ACTIVITIES 2004-2005 ACADEMIC YEAR**

Reports are due in the Office of Accreditation and Assessment (Morrill 315) according to the selection by each unit (May 1, 2005; July 1, 2005; October 1, 2005; or January 30, 2006).

Departments are expected to assess student learning in their general education and service courses, as well as in courses primarily for their majors.

**The purposes of the assessment of student learning are to improve student learning and to improve faculty teaching.** These goals are best achieved when all faculty:

- Work together to identify significant learning outcomes for their courses and programs,
- Conduct relevant activities in their courses and/or areas of responsibility to assess student learning, and
- Discuss assessment results and plan ways to enhance and improve student learning.

### **Suggested format for assessment reports:**

1. **An overview statement:** Briefly summarize the year's assessment activities and indicate the extent of faculty and staff involvement.
2. A **copy of the unit's assessment plan** that shows courses or areas assessed, the assessment measures employed, and how often assessment of student learning occurs.  
Note: *It is not necessary to assess every outcome each year.*
3. **Answers to the following questions for each student outcome assessed:**
  - A. What did you do? Describe clearly and concisely how you assessed student learning in each outcome that was evaluated this year.
  - B. What did the faculty in the department or program learn? Explain what strengths and weaknesses in student learning this assessment demonstrated.
  - C. What will be done differently as a result of what was learned? Discuss how courses and/or curricula will be changed to improve student learning.
4. **Explain what you have learned about your program** from this and previous assessments, and what you plan to change or what more you want to learn to help students overcome their weaknesses and improve their strengths.
5. **The department or unit self-rating** on Levels of Implementation must be included in each report. (*See attached form.*)
6. **A summary statement,** and
7. **An indication of what assistance can be provided** by the members of the University Assessment Committee.

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### Suggestions for Conducting and Reporting Assessment Activities:

- Emphasize direct measures of student learning when dealing with the cognitive domain.
- Use indirect measures of student learning as supporting information.
- Avoid the use of non-measures of student learning.
- Gather data from a variety of sources (e.g. - use multiple sources of information).
- Use formative evaluation of student learning within the major.
- Think of the report as a summary containing only assessment activities.
- Avoid repetition and unnecessary detail. Supporting information may be included in appendices.
- Summarize data (at least mean and standard deviation) rather than presenting scores or ratings for individual students. **Information identifying individual students should not be included.**
- Consider replacing expected student learning outcomes that have been developed to an optimum with new outcomes that reflect the current learning goals of the department or unit for their students.

### Available resources:

For examples of clear, concise assessment reports in a variety of disciplines, please contact Bob Harrold (231-8967) or any member of the University Assessment Committee. Members of the University Assessment Committee include: Joseph Brennan, Ann Gassman, Sherman Goplen, Charles Harter, Harlene Hatterman-Valenti, Bonnie Klamm, Allyn Kostecki, Harriett Light, Charles Okigbo, Christine Oliver, Larry Peterson, Mark Schmidt, J. W. Schroeder, David Scott, and William Slinger.

### NDSU Assessment Web-site:

<http://www.ndsu.edu/ndsu/accreditation/assessment/index.shtml>

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