

Guidelines for Reporting Assessment Activities 2005 - 2006 Academic Year

Reports are due in the Office of Accreditation and Assessment (Morrill 315) according to the selection by each unit (**May 1, 2006; July 1, 2006; October 1, 2006; or January 30, 2007**).

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

The purposes of the assessment are to improve student learning, enhance faculty teaching, and update academic programs. These goals are best achieved when all faculty:

- Identify program outcomes;
- Define course objectives that address program outcomes,
- Assess student learning linked to program outcomes; and
- Evaluate assessment results and plan ways to enhance student learning and academic programs.

Suggested format for assessment reports:

1. **An overview statement:** Briefly summarize the year's assessment activities, indicate the extent of faculty and staff involvement, and identify members of the department's assessment committee.
2. A **copy of the unit's assessment plan** that shows courses or areas assessed, the assessment measures employed, and how often assessment of each outcome 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** with each report. <http://www.ndsu.edu/ndsu/accreditation/documents/worksheet.pdf>

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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Information identifying individual students should not be included.

Do:

- Use formative evaluation of student learning within the major.
- Gather data from a variety of sources (e.g. - use multiple sources of information).
- Emphasize direct measures of student learning when dealing with the cognitive domain.
- Use indirect measures of student learning as supporting information.
- Think of the report as a summary containing only assessment activities.

Don't:

- Use non-measures of student learning.
- Use repetition and unnecessary detail.

Available resources:

For examples of clear, concise assessment reports in a variety of disciplines, please contact Bob Harrold (231-8967) or @ <mailto:robert.harrold@ndsu.edu>, or any member of the [University Assessment Committee](#). Members of the University Assessment Committee include: Joseph Brennan, Ross Collins, Russ Danielson, Bonnie Klamm, Allyn Kostecki, Harriett Light, Mark Schmidt, David Scott, and William Slanger and Joshua Walter. Gene Berry serves as the liaison from the Executive Committee of the University Senate.

NDSU Assessment Web-site:

www.ndsu.edu/ndsu/accreditation/assessment/index.shtml

This is the most *Current Revision* of the guidelines - May 9, 2005.