

Guidelines for Reporting Assessment Activities Conducted during the 2011 - 2012 Academic Year

Optional submission dates for activities conducted during the 2011-2012 academic year are:
May 15, 2012; July 1, 2012; October 1, 2012; or January 31, 2013.

The purpose of assessment is to improve student learning and development by identifying the intended student outcomes for each class assessed, providing feedback on the progress toward these outcomes, and using the feedback to modify aspects of the classes to ensure that the outcomes are being achieved and student learning is improved.

The members of the University Assessment Committee believe that these principles are best achieved when all faculty:

- Identify intended student learning outcomes for individual classes and for the program.
- Define course objectives that address learning outcomes for classes to be assessed.
- Assess student learning in relation to course learning outcomes and program objectives.
- Evaluate assessment results for the purpose of enhancing student learning and academic programs.

Suggested format for assessment reports:

1. The unit's assessment plan:

Include the courses or areas assessed and how often assessment of each outcome occurs. Departments are expected to assess student learning in their general education courses, service courses, and courses for their majors. It is not necessary to report every outcome each year. For example, if using three-year plans, give an overview of the three-year plan then list the courses and their outcomes/objectives addressed during the current year.

2. An overview statement:

Briefly summarize the year's assessment activities.

3. Answer 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. Data should be included to document what had been identified about what students knew or could do.
- 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. Summary:

- A. Explain what you have learned about your program from this and previous assessments
- B. Discuss areas you plan to change and/or
- C. Propose a strategy for determining how to help students overcome their weaknesses and improve their strengths.
- D. Indicate if assistance is requested from members of the University Assessment Committee.

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A Checklist for Assessment Reports

Include each of the following:

- Use formative evaluation of student learning. For example, gather information during the early stages of learning to focus on discovering if learning is unfolding as planned, to uncover obstacles, and to identify adjustments that may help the learner become more successful.
- Gather data from a variety of sources.
- Emphasize direct measures of student learning when dealing with the cognitive domain (i.e., item analyses of exams, writing projects, class projects, portfolios).
- Use indirect measures of student learning only as supporting information (i.e., Departmental surveys and exit exams) or when information from direct measures is extremely limited.
- Recognize the faculty and staff involved in the assessment.
- Include examples of student measures in the appendix (but do not include information that could identify individual students).
- Indicate specific area(s) of focus in feedback from members of the University Assessment Committee.
- Include the department or unit self-rating on Levels of Implementation with your report.

Members of the University Assessment Committee include: John Bitzan, Ed Deckard, Carolyn Grygiel, Bob Harrold, Bunnie Johnson-Messelt, Robert Littlefield, Marinus Otte, Debra Pankow, Larry Peterson, William Slanger, Donna Terbizan, Gary Totten, Chad Ulven, Robert Vallie, and David Wittrock. (Some representatives have not been identified at this time.)

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