

Guidelines for Reporting Assessment Activities Conducted during the 2012 - 2013 Academic Year

Optional submission dates for activities conducted during the **2012-2013 academic year** are:
May 15, 2013; July 1, 2013; October 1, 2013; or January 31, 2014.

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 improving.

The members of the University Assessment Committee (UAC) 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 learning outcome occurs. For example, if you are using a three-year assessment cycle, give an overview of the three-year plan and then list the courses which address the **one** learning outcome you are assessing during the current year.

2. An overview statement:

Briefly summarize how you assessed this particular outcome this year.

3. Answer the following questions for this student learning outcome:

- A. What did you do? Describe clearly and concisely how you assessed student learning for this outcome.
- 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 and/or could do.
- C. What were your assessment results the last time you evaluated this particular learning outcome?
- D. 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 for this outcome.

4. Closing the Assessment Loop

- A. Explain what you have learned about your program from this and previous assessment cycles.
- B. Note any changes your department made based on the results of your last assessment report.
- C. Discuss areas you plan to change and/or 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 UAC.

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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) which respond to feedback from members of the UAC.
- Include the department or unit self-rating on Levels of Implementation with your report.
- Tell the UAC what could be eliminated or added to the current assessment report process.
- Tell the UAC what are the most important things to maintain in the current assessment report process.
- Submit your report as a PDF file of no more than 5 pages (with no more than 25 pages of evidence or documentation in appendices).

Members of the University Assessment Committee include: John Bitzan, Kevin Brooks, Ed Deckard, Bunnie Johnson-Messelt, Debra Pankow, Larry Peterson, William Slanger, Donna Terbizan, Elizabeth Skoy, Gary Totten, Chad Ulven, and David Wittrock. (Some representatives have not been identified at this time.)