

Guidelines for Reporting on Reflections on Student Learning Conducted by Academic Departments in the 2013 - 2014 Academic Year

The University Assessment Committee has established three yearly due dates (January 1, May 1, or September 1) for reports based on the date of the most recent departmental report. **The due date for the Department XXXXX's report is (one of three dates).** It will be distributed shortly thereafter for a primary review and you should receive a response in three to four months. (If you want to change to one of the other two due dates, please contact Larry Peterson at larry.r.peterson@ndsu.edu or 231-8824.)

For 2013-14 we are asking departments to report on sustained and meaningful conversations among all faculty, instructors, lecturers, and graduate assistants on the essential student learning for all of the graduates of your department. What do you expect students to learn and how will you organize and present opportunities for them to accomplish this learning?

For some departments this may mean altering their current assessment activities as they reflect on their expectations for students. Others (particularly accredited programs) may need or want to continue their current assessment activities in addition to these focused conversations. We want only a report on your departmental conversations about the essential learning for your graduates and the results of those conversations.

Report Guidelines

- *Limit your report to 5 pages total, with no additional material.*
- *Submit your report as a PDF file.*

The Two Basic Questions for Your Reflections on Essential Student Learning for Your Graduates:

1. Please describe what you expect students will learn or how they will develop in your program.
 - Please list the primary (basic, essential or key) student learning (or "learning outcomes") you expect for all students who graduate from your program.
 - Please note how the department's expectations for student learning align with the attached University Learning Outcomes approved by the Faculty Senate on May 6, 2013.
 - We expect all academic departments will have expectations for student learning that align with "Communication" and with "Critical Thinking, Creative Thinking, and Problem Solving."
 - We expect most academic departments will have expectations for student learning that align with "Personal and Social Responsibility" and "Understanding and Applying Technology."
2. Please describe where and how you provide the learning environments and any support services for students to learn what you expect.
 - These learning environments will be centered in your curriculum, but could also include opportunities such as internships and student organizations.

- Please complete a matrix locating in which classes you provide the most important learning you expect your students to master. [For your convenience, we have attached a sample matrix (or curriculum map).]
- Please note in which classes key knowledge or concepts are introduced, reinforced, emphasized, or mastered.
- Please note what types of student activities (papers, presentations, etc.) you use to evaluate if students are achieving the learning or skills you expect of them.
- Please describe how you organize these learning environments and any support services. Also describe how you let students know about the learning environments and how they are organized.
 - Students are most likely to learn something if they told in advance what they are expected to learn, why they are expected to learn it, and how opportunities to learn will be structured.

Suggestions for Your Report on Your Reflections About Essential Student Learning:

1. How many meetings did you have and approximately what percentage of the various groups who are responsible for student learning participated?
2. How do you involve students in reflective conversations about what you expect students to learn?
3. Why do you expect the particular instances of student learning you listed for your students? Why are they the right ones for your department?
4. Are there particular instances of student learning with which your students struggle as learners? Are there particular ones with which the faculty in your department struggle as teachers?

If you have questions, please contact Larry Peterson at larry.r.peterson@ndsu.edu or 231-8824 or any member of the University Assessment Committee: Margaret Andersen, Jeffrey Boyer, Kevin Brooks, Ann Clapper, Julie Garden-Robinson, Brenda Hall, Chris McEwen, Andrew Montgomery, Jeremy Penn, Larry Peterson, Scott Pryor, Bruce Rafert, Brandy Randall, William Slinger, Elizabeth Skoy, and Chad Ulven.

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