

**Guidelines for Reporting on Student Learning Activities  
Conducted by Academic Departments during the 2014-15 Academic Year**

As recommended by the Chairs and Heads on May 7, 2014, the due date for the 2014-15 Student Learning Report for all academic departments is **September 15, 2015**.

**The purpose of this process is to improve student learning by**

- **identifying what you expect your students will learn,**
- **providing feedback on students' progress toward meeting these expectations, and then**
- **using the feedback to improve student learning.**

**Report Guidelines**

- *Limit your report for 2014-15 to 5 pages, with no more than 25 pages of evidence in the appendix. Departments with multiple distinct majors (ADHM, HNES, NRS, etc.) may choose to submit a separate report for each major in the department.*
  - *The appendix should include your essential learning outcomes or curriculum matrix only if the department revised them since the 2013-14 report.*
  - *The appendix should include your department's assessment plan only if you did not submit one in 2012-13 or if you have since revised it.*
- *Submit your report as a PDF file.*
- *Report on the student learning results for approximately one-third of the **program learning** outcomes for **each major or program**, at both the graduate and undergraduate levels, in your department. The UAC expects this will allow you to establish a three year cycle for reviewing all the outcomes.*
- *Your learning goals should be clear and measurable. They should guide how you collect evidence to demonstrate the extent to which your students are meeting your expectations for what they should know and be able to do.*
- *You should provide evidence that you are using what you have learned to improve student learning.*

**Please answer these questions in reporting on Undergraduate Student Learning (if applicable)**

1. Explain how you know undergraduates are meeting your expectations for the program learning outcome you have selected.
2. Analyze the evidence that documents the extent to which undergraduates are meeting your expectations for their learning.
  - Summarize the evidence you use to document program level student learning you expect.
  - Explain how the evidence is specific enough to document the expected student learning.
  - Explain how the evidence is clearly connected to the program's expectations for student learning.
3. Summarize how you used what faculty have learned about undergraduate student learning to make improvements in the last two years.
4. Describe your plans, including a timeline, to improve student performance in terms of what you expect them to know and be able to do.
5. Describe your plans to improve the process by which you gather evidence of undergraduate student learning.

**Please answer these questions in reporting on Graduate Student Learning (if applicable)**

1. Explain how you know graduate students are meeting your expectations for the program learning outcome you have selected.
2. Analyze the evidence that documents the extent to which graduate students are meeting your expectations for their learning.
  - Summarize the evidence you use to document program level student learning you expect.
  - Explain how the evidence is specific enough to document the expected student learning.
  - Explain how the evidence is clearly connected to the program's expectations for student learning.
3. Summarize how you used what faculty have learned about graduate student learning to make improvements in the last two years.
4. Describe your plans, including a timeline, to improve graduate student performance in terms of what you expect them to know and be able to do.
5. Describe your plans to improve the process by which you gather evidence of graduate student learning.

**Advice for Student Learning Reports**

- 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, rubrics).
- Use indirect measures of student learning only as supporting information (e.g., surveys and interviews) or when information from direct measures is extremely limited.
- 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 in the program or for the students that may help the learners become more successful.
- 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 suggestions or questions from the UAC to which the program has responded.
- Tell the UAC what could be eliminated or added to the current process.
- Tell the UAC what are the most important things to maintain in the current process.

Members of the University Assessment Committee include: Margaret Andersen, Jeffrey Boyer, Kevin Brooks, Ann Clapper, Julie Garden-Robinson, Brenda Hall, Beth Ingram, Chris McEwen, Andrew Montgomery, Jeremy Penn, Larry Peterson, Scott Pryor, Brandy Randall, William Slinger, Elizabeth Skoy, Amy Rupiper Taggart, and Chad Ulven.

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