
Listed below is additional information that may be helpful in submitting the 2016-2017 Annual Assessment Reports.

Reporting requirements are slightly different for degree programs that do NOT maintain specialized accreditation and degree programs that maintain specialized accreditation (e.g., ABET, AACSB, APA, and so on). The text shown in italics is the prompt in the report template. If you do not have your link for the electronic report submission, please contact the Director of Assessment at Jeremy.Penn@ndsu.edu.

Reporting requirements for degree programs that do NOT maintain specialized accreditation

What are your program’s student learning outcomes? List all of the program-level student learning outcomes for the degree or certificate program.

Program-level student learning outcomes describe what students are expected to know, be able to do, or dispositions they should acquire at the completion of the program. Program-level student learning outcomes are distinct from course-level student learning outcomes in that program-level student learning outcomes represent the culmination of learning across the courses in the program. Most degree programs generated lists of program-level student learning outcomes as part of prior reports and they can be copied and pasted into this section of the report.

Program-level student learning outcomes should use active verbs, should be appropriate given the mission and goals of the program, department, college, and institution, and should be written at the program level, not course level.

How do you assess program-level student learning outcomes? (That is to say, how do you know students are achieving the program’s student learning outcomes upon graduation from the program?) Please limit your response to 500 words or less.

Briefly describe how your program assesses students’ achievement of the program-level student learning outcomes. For example, your program might have a capstone project (which might include theses or dissertations for graduate programs or a major paper or project for an undergraduate program), a practica experience (such as student teaching), a portfolio, or course-embedded assignments that are designed to assess program-level outcomes. DO NOT simply list all of the assignments given to students in courses unless the assignment is specifically designed to assess a program-level student learning outcome AND results are collected, shared, and discussed at the program level for the purpose of improving the degree program.

The assessment process should be manageable (a reasonable amount of work) and meaningful (likely to produce information that the program can use to improve student learning and is related to learning that is important to faculty and students). The assessment process should include all students or a meaningful sample of students and should include an appropriate
level of rigor (e.g., attention given to issues of reliability, validity, trustworthiness, and so on). The assessment process should focus on program-level student learning outcomes, not course-level learning outcomes.

What were the results for at least one program-level student learning outcome you assessed in 2016-2017? Please limit your response to 500 words or less.

Briefly describe the results from assessment of at least one program-level student learning outcome the degree program assessed in 2016-2017. Highlight students’ strengths and weaknesses. Describe how assessment results were analyzed. If you would like to share a table of results or graph or chart, you may upload a file using the upload feature in the Qualtrics reporting tool.

How has your degree program used assessment results to improve student learning?

Provide a brief reflection on the results – what did the program learn from participating in program assessment in 2016-2017? Describe how assessment results were shared. Describe how assessment results have been used, for example: were program changes implemented? Were discussions held on changes that might be needed? Did faculty members make changes to their courses or the ordering of courses? Was the assessment process modified? How is the program different as a result of having participated in program student learning outcomes assessment?
Reporting requirements for degree programs that maintain specialized accreditation

What is the name of the specialized accreditor?

Please write out the full name of the program’s specialized accreditor. Note that the Higher Learning Commission (HLC), is NDSU’s regional accreditor and this does NOT count as having specialized accreditation. Specialized accreditation is accreditation that is done at the college or degree-program level only.

Please provide a short summary (300 words or less) about how you assess student learning in your program and what student learning outcomes were assessed in the most recent academic year.

Briefly describe how your program assesses students’ achievement of the program-level student learning outcomes. For example, your program might have a capstone project (which might include theses or dissertations for graduate programs or a major paper or project for an undergraduate program), a practica experience (such as student teaching), a portfolio, or course-embedded assignments that are designed to assess program-level outcomes. DO NOT simply list all of the assignments given to students in courses unless the assignment is specifically designed to assess a program-level student learning outcome AND results are collected, shared, and discussed at the program level for the purpose of improving the degree program.

The assessment process should be manageable (a reasonable amount of work) and meaningful (likely to produce information that the program can use to improve student learning and is related to learning that is important to faculty and students). The assessment process should include all students or a meaningful sample of students and should include an appropriate level of rigor (e.g., attention given to issues of reliability, validity, trustworthiness, and so on). The assessment process should focus on program-level student learning outcomes, not course-level learning outcomes.

How have you used assessment results to improve student learning? Please be specific.

Provide a brief reflection on program-level assessment of student learning outcomes. How have results been shared? How have assessment results been used? To make improvements? Change the assessment process? Discuss possible improvements? What will be done differently in the future because the program participated in assessment of student learning outcomes?

Please upload a copy of the most recent validation communication from your specialized accreditor. Note that the entire report is not necessary.

Some example items might include a recent reaffirmation of accreditation letter, an annual report acceptance letter, or a document explaining current accreditation status.