Submission Guidelines for FULL Assessment Reports (assessment results from AY 2016-17)

Guidelines:

1) Submission deadline: **October 2, 2017**, early submissions are encouraged

2) Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment ([ykirby@ccsu.edu](mailto:ykirby@ccsu.edu))

3) Provide a SEPARATE REPORT for each academic program and the department’s contribution to General Education. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.

4) A Full report is comprised of information specific to the academic program and the department’s contribution to the General Education program. Complete the Summary followed by a detailed report that describes the information presented in the Summary report for the academic program and, if appropriate, complete the General Education Overview.
   a. If your department contributes to the General Education (GE) curriculum and has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7 in the GE report).
   b. Report should be between five and ten pages in length, excluding the appendices.

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for a program in the year the department is scheduled to begin writing the Program Review self-study (see Program Review Policy and Assessment Calendar). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

Full reports: complete BOTH the Summary for the program, complete with contribution to general education, and the Detailed Report which provides the supporting evidence referenced in the Summary.

Summary: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs (all degree and certificate programs) as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You are encouraged to address the questions using bullet statements rather than paragraph form — full details should be in narrative form and included within the text of the report, not in the Summary.
- Full reports: the Summary should reference clearly labeled, appropriate data tables presented in the Detailed Report.
Program Summary

Department: ________________________________________________________________
Report Preparer: ____________________________________________________________
Program Name and Level: __________________________________________________

<table>
<thead>
<tr>
<th>Program Assessment Question</th>
<th>Response</th>
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<tbody>
<tr>
<td><strong>URL</strong>: Provide the URL where the learning outcomes (LO) can be viewed.</td>
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<td><strong>Assessment Instruments</strong>: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</td>
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<td><strong>3) Interpretation</strong>: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</td>
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<td><strong>4) Results</strong>: Since the most recent full report, list a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)</td>
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<td><strong>5) Strengths</strong>: List ways in which your assessment process is working well.</td>
<td></td>
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<tr>
<td><strong>6) Improvements</strong>: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).</td>
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**General Education Summary:**

1. Summary only required for departments contributing to the General Education Curriculum.
2. If department contributes to more than one LO, complete one table for each LO.
3. If department has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7).

**Department:**

**General Education LO Assessed:**

**Report Preparer:**

<table>
<thead>
<tr>
<th>General Education Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>1) <strong>Courses:</strong> General Education course(s) taught and the LO the course aligns with</td>
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<tr>
<td>2) <strong>Assessment Instruments:</strong> What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</td>
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<td>7) Our department has not assessed its contribution to the General Education curriculum but our faculty are contributing to the Multi-State Collaborative. Please list faculty names.</td>
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DETAILED GUIDELINES FOR FULL ASSESSMENT REPORTS

NOTE – Assessment reports are public documents. No personal identifiable information for students should be included within the assessment report; FERPA guidelines should be followed. Any report that contains student names or student IDs will be returned for editing. If you have questions, please contact Yvonne Kirby for guidance.

PREAMBLE and Highlights
1) Brief description about program (1-3 sentences)
2) Most significant changes made to the program, curricular or programmatic, based on results from assessment activities

SECTION 1-LEARNING OUTCOMES (LO)
1) Provide a numbered list of LOs for program graduates.
   a. These are skills, knowledge or competencies that students should know by the time they graduate
   b. Statements should be verb driven and take “students” as the grammatical subject
   c. Written in clear, simple language for a lay audience
   d. Outcomes should be measureable

SECTION 2-FINDINGS
Present findings from the evaluation of student learning in the program (see Section 5 for general education)
A. Organize supporting (s)material in order of each LO identified above
B. For ease of presentation, consider using data tables or graphs that summarize the results

For each outcome:
1) Describe how student learning was evaluated, what criteria were used, and who completed the evaluation (e.g., instructor, assessment committee, other faculty, staff, etc.)
2) Append the instrument and/or rubric(s).
3) Explain the link between the assessment method(s) and each LO measured. If a LO was not measured in either FY 2014-15 or 2015-16, indicate when this outcome will be measured.
4) Summarize student performance. (e.g., average scores, percent passing; if you need assistance, please contact Yvonne Kirby).
5) Trend up to five years of data—Include (embedded directly in the report or appended) detailed data tables or findings for each LO. If these data are appended, clearly indicate within the report, the corresponding appendix.

Notes:
• If this program has fewer than five students in a given assessment period, please consult with Yvonne Kirby as to how to maintain student confidentiality and ensure compliance with FERPA.
• Assessment should NOT be based on GPA.
• Primary measures of student learning should extend beyond final course grades (e.g., capstone projects, embedded exercises, licensure examinations, portfolio review, etc.)
• Indirect measures such as information gathered from student surveys and focus groups can supplement direct assessments made by faculty or other qualified professionals, but are not traditionally acceptable as primary measures.

SECTION 3 – ANALYSIS
For each outcome:
1) Describe what these results mean, including an identification of patterns of students’ strengths and weaknesses across the program.
2) Describe how the results have changed over time.
   If you need guidance in organizing or interpreting the data, please contact Yvonne Kirby.

SECTION 4 – USE OF RESULTS
For each outcome:
1) Clearly articulate the relationship between the result and the curricular/programmatic adjustment
   Note: if this section is not completed, the report will be returned to the department as incomplete.

SECTION 5 GENERAL EDUCATION (if applicable)
1) Did your department teach general education courses in the past five years (Yes/No)?
   If No, please indicate “Not Applicable” and skip this section
   If Yes, then proceed:

   General Education Summary:
   1) Identify each general education course taught over the last five years by the department.
   2) Identify the general education LO addressed in each course (approved General Education courses and Learning Objectives can be found at the following URL: http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program ).
   3) Identify which courses and LO were assessed over the five years

   General Education Findings – for EACH General Education LO:
   1) Describe how student learning was evaluated (provide an example).
   2) Describe the evaluation process, criteria used, and who completed the evaluation (e.g., instructor, assessment committee, other faculty, staff, etc.)
   3) Append examples of the corresponding instrument(s) and/or rubric(s) used for each GE learning outcome.
4) Explain the link between the assessment method(s) and each learning outcome measured. *If LOs were not measured in the previous five years, indicate why and when the outcome(s) will be measured.*

5) Summarize student performance. *(e.g., average scores, percent passing; if you need assistance, please contact Yvonne Kirby).*

6) Trend up to five years of data—Include (embedded directly in the report or appended) detailed data tables or findings for each LO. If these data are appended, clearly indicate corresponding appendix.

**General Education Analysis – for each General Education LO:**

1) Describe what these results mean, including an identification of patterns of students’ strengths and weaknesses across the General Education program to which the department contributes.

2) Describe how the results have changed over time.

**General Education Use of Results – for each General Education LO:**

1) Describe how these results have been used to make curricular or programmatic adjustments over the last five years.

2) Clearly articulate the relationship between the result and the curricular/programmatic adjustment.

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**SECTION 6- ASSESSMENT PLAN**

Assessment is cyclical in nature and is most effective when it is ongoing and systematic; building on the previous year’s results.

*The ultimate mark of an effective assessment program is that findings inform programmatic changes (changes in future measurement strategies are important but secondary). In effect, this means explaining how the program “closes the loop” by using findings about student learning to improve the program’s curriculum.*

Create a roadmap or use a timeline to explain how you plan to use the results you just obtained to make curricular or programmatic adjustments. The timeline should project four years, consistent with the AAC review schedule. The four-year plan is intended to 1) provide consistency in assessment practices within a department when faculty responsibilities change, 2) accommodate those instances where not all improvements can be implemented in one year, leaving some changes to be implemented later, and 3) should cover each LO. The Assessment Plan should detail how you plan to adjust, expand, or redirect your assessment activities over the coming years and show the intent to make curricular adjustments in your program. The Assessment Plan developed here will be a reference tool for the Academic Assessment Committee as they review the interim and full reports. Please address, in a bulleted format, the following:

1) Identify where improvements are needed, referencing the evidence indicating this need.

2) Propose strategy on implementing improvements – examples:
   - Adjustments in teaching strategies
   - Change course sequence
   - Changes to pre-requisite courses
   - Develop or modify course
   - Develop new or revise current assessment strategy
3) Specify goal of assessment activity, describing why the change should lead to specific improvement in corresponding LO.
4) Identify semester and year assessment activities are scheduled.
5) Identify the target group (seniors in all sections of class X, etc.).
6) Identify data to be collected (example - question X of first midterm will be compared to question Y of final exam, etc.).
7) State when data will be analyzed (semester and year).
8) Build into your timeline, any approvals or other procedural guidelines that need to be followed prior to implementing improvements.
9) Anticipated year and semester expected improvements will be implemented in classroom.

If changes cannot be immediately implemented (for example, need to be approved by outside committee), please note the lengthened timeline, it should not exceed 2 years.

If you completed section 5 on general education, please describe your assessment plan, using the format described above.

**APPENDIX**

Since Section 2 provides assessment results in summarized format, please include a full tabulation of results as an appendix, as you deem appropriate. *If there are fewer than five students, please consult with Yvonne Kirby as to how to maintain student confidentiality and ensure compliance with FERPA.*