



## FULL Assessment Report Format

### **PREAMBLE and Highlights**

- 1) Brief description about degree or program (1-3 sentences).
- 2) Most significant changes made to the degree or 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 measurable.

### **SECTION 2 – FINDINGS**

- 1) 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.
- 2) For each outcome:
  - a. Describe how student learning was evaluated, what criteria were used, and who completed the evaluation (e.g., instructor, assessment committee, other faculty, staff, etc.).
  - b. Append the instrument and/or rubric(s).
  - c. Explain the link between the assessment method(s) and each LO measured. *If a LO was not measured in either FY 2018-19 or 2019-20, indicate when this outcome will be measured.*
  - d. Summarize student performance. (e.g., average scores, percent passing).
  - e. 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.

Please note:

- *If this program has fewer than five students in a given assessment period, please consult with Martie Kaczmarek in OIRA 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) Within the context of data from past years, describe what these current results mean, including an identification of patterns of students' **strengths and weaknesses** across the program
- 2) Describe how the results have changed over time.

### **SECTION 4 – USE OF RESULTS**

For each outcome:

- 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  
Note: if this section is not completed, the report will be returned to the department as incomplete.

### **SECTION 5 – DEPARTMENTAL PROGRAM 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.*

#### **ROADMAP:**

Create a roadmap or use a timeline to explain how you plan to collect and use the assessment results to make curricular or programmatic adjustments to your program. 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.

- 3) Should cover each departmental LO.

### **IMPLEMENTATION:**

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
  - Changes to pre-requisite courses
  - Develop new or revise current assessment strategy
  - Change course sequence
  - Develop or modify course
- 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.

### **SECTION 6 – GENERAL EDUCATION LEARNING OBJECTIVES/OUTCOMES ASSESSMENT**

The campus-wide assessment of CCSU's GenEd Learning Objectives/Outcomes (LO) takes place across schools and departments and is not tied solely to GenEd designated courses.

- 1) List the department faculty who have participated in our General Education Assessment Initiative for the past five years.

### **SECTION 7 -- APPENDIX**

Since Section 2 (FINDINGS) provides assessment results in a summarized format, please include a full tabulation of results as an appendix, as you deem appropriate.