

New Programs – Assessment Report Format

PREAMBLE and HIGHLIGHTS

- 1) Brief description about degree or program (1-3 sentences).

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. (What do you want them to learn?)
 - 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 need to be measurable.

SECTION 2 – 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.

1) 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 five years, consistent with the AAC review schedule. The five-year plan is intended to:

- a. Provide consistency in assessment practices within a department when faculty responsibilities change.
- b. Accommodate those instances where not all improvements can be implemented in one year, leaving some changes to be implemented later.

2) IMPLEMENTATION:

For each learning outcome, provide the following information in a bulleted format:

- a. Identify semester and year assessment activities are scheduled.
- b. Identify the target group (seniors in all sections of class X, etc.).
- c. Describe how the students will be evaluated/assessed.

- d. Identify data to be collected (example - question X of first midterm will be compared to question Y of final exam, etc.).
- e. State when data will be analyzed (semester and year).
- f. Append the instrument(s) and/or rubric(s)

3) ANALYSIS:

Describe the proposed methodology for evaluating the assessment results, how the information will be shared within the department, and the process for acting upon the results.

End of Report Here if Data is Not Available Yet

For Year 2 and Year 3, please include this section for the data that has been collected:

SECTION 3 – FINDINGS

- 1) Present findings from the evaluation of student learning in the program.
 - 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.
 - d. Summarize student performance. (e.g., average scores, percent passing).

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.*

APPENDIX

Since Section 3 (FINDINGS) provides assessment results in a summarized format, please include a full tabulation of results as an appendix, as you deem appropriate.