Submission Guidelines for **FULL** Assessment Reports (assessment results from AY 2013-14)

**Guidelines:**

1. **Submission deadline:** *September 26, 2014*, early submissions are encouraged
2. **Submit electronically** to Yvonne Kirby (Director of OIRA) as an email attachment *(ykirby@ccsu.edu)*
3. **Provide a SEPARATE REPORT** for each academic program, **all certificate and degree programs are required to be assessed per NEASC**
4. **A Full report consists of the completed Summary followed by a detailed report that describes the information presented in the Summary**
5. **Page Guidelines 5-10 pages (excluding Summary and appendices)**

**Reminder:** Assessment reporting is on a 5 year cycle, consisting of a full report in year one followed with interim reports for years 2, 3, 4, and 5. 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 that program in the year that they prepare a program review report (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 same guidelines as outlined for departments preparing for their Program Review—in the year the self-study is written, they complete the Summary report. Please remember that an annual update to an accrediting agency is not analogous to a self-study.

**Full reports:** complete BOTH the Summary for the program, complete with contribution to general education, and the Detailed Report.

**URL to Assessment website resources:** [http://www.ccsu.edu/page.cfm?p=3454](http://www.ccsu.edu/page.cfm?p=3454)

**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 may use a bulleted list for each of the questions—full details should be 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>1) <strong>URL</strong>: Provide the URL where the learning outcomes (LO) can be viewed.</td>
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<tr>
<td>2) <strong>Assessment Instruments</strong>: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</td>
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<td>3) <strong>Interpretation</strong>: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</td>
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<td>4) <strong>Results</strong>: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</td>
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<td>5) <strong>Strengths</strong>: What about your assessment process is working well?</td>
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<td>6) <strong>Improvements</strong>: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)</td>
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**General Education Summary:** Here is the URL for the list of approved general education courses and LO/objectives:
http://www.ccsu.edu/page.cfm?p=14893

**NOTE:** If department contributes to more than one LO, complete one summary for each LO

**Department:**

**General Education LO Assessed:**

**Report Preparer:**

<table>
<thead>
<tr>
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<tr>
<td><strong>1) Courses:</strong> General Education course(s) taught</td>
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<tr>
<td><strong>2) Assessment Instruments:</strong> What data/evidence, other than GPA, are used assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</td>
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<tr>
<td><strong>3) Interpretation:</strong> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by XX course, provide information by XX course.</td>
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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 LO 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

SECTION 2-FINDINGS
Present findings from the evaluation of student learning in the program (see Section 5 for general education)
A. Organize material in order of the 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.
3) Explain the link between the assessment method(s) and each LO measured. If a LO was not measured in FY 2013-14, 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 detailed data tables or findings for each LO. If these data are appended, clearly indicate 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 measurements made by faculty or other qualified professionals.

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) 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

SECTION 5 GENERAL EDUCATION (if applicable)
1) Did your department teach general education courses in 2013-14 (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://www.ccsu.edu/page.cfm?p=14893 ).
   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)
   4) Explain the link between the assessment method(s) and each learning outcome measured. If LO were not measured in 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 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 the department contributes to.

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.*

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 4 years, consistent with the AAC review schedule. The 4-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
   - Required pre-requisite courses — Develop or modify course
   - Develop new or revise current assessment strategy

3) Specify goal of 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.*