Assessment Report (2008-09) Submission Guidelines

Submission deadline: Sept. 28, 2009, early submissions are encouraged
Submit electronically to Dr. Braden Hosch as an email attachment (hoschbrj@ccsu.edu)
Page guidelines: 3 ½-7 pages, excluding appendices
Degree programs only; provide separate reports for each program

This set of guidelines for the submission of 2008-09 assessment reports was approved by the Assessment Committee in April 2009; the guidelines are intended to assist in report preparation and focus reports on providing information that will be useful to faculty in making decisions about how to improve student learning in their programs. In instances where more flexibility is needed to produce a useful report, such as by submitting a report that will also be submitted to an accreditor, please consult with the Director of Institutional Research and Assessment (hoschbrj@ccsu.edu) about how to organize and/or re-package this material to meet the Committee’s needs.

From the Policy on Academic Assessment
On an annual basis, departments provide a report to the Office of Institutional Research and Assessment. These reports will be placed on a password-protected website accessible to all instructional faculty as well as Deans and the Provost. Reports will include:

1) a list of the learning outcomes for graduates of their program,
2) the findings from their evaluation of student learning in their academic programs and in general education courses offered by their department,
3) an analysis of what these results mean, including an identification of students’ strengths and weaknesses, and
4) a description of how these results have been used to make curricular or programmatic adjustments

Approved by the Faculty Senate April 14, 2008.
The full policy is available at http://www.ccsu.edu/oira/assessment/Policy.htm.

Reports from 2007-08 are available at:
http://www.ccsu.edu/oira/assessment/DegreeProgRpts/reportlinks.htm

The Academic Assessment Committee will read a selection of these reports during 2009-10 and provide feedback to these Departments. According to the Committee By-Laws, “The Committee addresses assessment models, plans, and use of findings but will not evaluate the level of student performance or learning.”
The Assessment Cycle

The overall trajectory of these reports should illustrate the way in which you complete the assessment cycle. Of special importance is “closing the loop” or using results to make adjustments that foster improvement.

The cyclical nature of the assessment process should highlight the need for assessment practices in your program to 1) generate useful information; 2) involve faculty in measurement, analysis, and decision-making; and 3) keep assessment practices manageable and sustainable.

The direct linkages among outcomes, measures, findings, analyses, and program revisions should be clearly evident in your report.

Detailed Guidelines

<table>
<thead>
<tr>
<th>Section</th>
<th>Description and notes</th>
<th>Length guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>Provide a short preamble or program rationale that explains the purpose of the program. For graduate programs, you are encouraged to use the rationale that appears in the 2008-2010 Graduate Catalog.</td>
<td>¼ page or less</td>
</tr>
<tr>
<td>Section</td>
<td>Description and notes</td>
<td>Length guidelines</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Section 1</strong></td>
<td>Provide a numbered list of learning outcomes for program graduates.</td>
<td>¼ - ¾ page</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Generally accepted practice in academic assessment is to articulate outcomes for student learning that indicate what students should know or be able to do as a result of completing their program of study. These statements are verb-driven and take “students” as their grammatical subject. Statements about student learning should be written in clear, simple language that can be understood by students as well as by individuals outside of the program.</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2</strong></td>
<td>Present findings from the evaluation of student learning in the program (see Section 5 for general education)</td>
<td>1-3 pages</td>
</tr>
<tr>
<td><strong>Findings</strong></td>
<td>To assist readers, please organize this material in the order of the learning outcomes listed in Section 1. Material in this section should generally consist of data tables and/or charts that summarize findings. Please include rubrics and any detailed data tables as an appendix. For each outcome,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe how student learning was evaluated (1-2 sentences) and provide a rubric or the evaluation criteria used as an appendix.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain the link between the assessment method(s) and the learning outcome(s) measured; this can be done in a table or in prose.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summarize student performance, using an average score, the percentage passing, or some other appropriate indicator.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Trend up to five years data wherever possible—by using a table with years or semesters as column headings, you can simply add a column each year (the Committee recognizes that trend data may not be available in some instances)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary measures of student learning should extend beyond final course grades, but course pass rates, along with indirect measures such as information gathered from student surveys and focus groups can supplement measurements made by faculty or other qualified professionals.</td>
<td></td>
</tr>
<tr>
<td><strong>Section 3</strong></td>
<td>Provide an analysis of what these results mean, including an identification of students’ strengths and weaknesses.</td>
<td>¼-1 page</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>The primary purpose of this section is to interpret results to identify areas in which students show strong performance, areas in which they can improve, and if there has been change in student performance over time. The simplest way to address this is to rank order student performance on learning outcomes (student performance was highest on outcome X, in the middle on outcome Y, and lowest on outcome Z).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This section should be limited to analysis of information presented in the findings section above, and the connection between findings and analysis should be clear.</td>
<td></td>
</tr>
</tbody>
</table>
Section 4

Use of Results

Provide a description of how these results have been used to make curricular or programmatic adjustments.

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. Please address the following in bulleted format:

1. How you plan to use the results you just obtained to make curricular or programmatic adjustments
2. How you have used assessment results in the previous year to make curricular or programmatic adjustments
3. How you plan to adjust, expand, or redirect your assessment activities over the coming year

Section 5

General Education

Assessment of student learning in general education courses offered by the department. If none are offered by the Department then simply omit this section.

1. Indicate the courses in which the Department measures general education outcomes and the outcomes measured. It is useful to refer to the Committee’s document “Assessment Framework for General Education Objectives and Relevant Outcomes.”

2. Tell how student learning was measured. Please include rubrics and any detailed data tables as an appendix

3. Report results in a summarized format, e.g.

<table>
<thead>
<tr>
<th>Scale:</th>
<th>Exemplary</th>
<th>Good</th>
<th>Acceptable</th>
<th>Below Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN ED 101</td>
<td>Number of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRT1. Define a problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRT2. Assemble evidence to support a conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Propose how these results might be used to make curricular adjustments in your program or elsewhere in the University

Appendix

Since Section 2 provides assessment results in summarized format, please include a full tabulation of results as an appendix, as you deem appropriate. Please also include representative rubrics or evaluation criteria. Survey results and focus group results may also be provided if your program uses them for decision-making processes.

---


2 Faculty will likely find it useful to define specific behaviors or criteria that are indicative of these outcomes. This scale is recommended; however, faculty may opt to use a scale of their own choosing, so long as the threshold for acceptable (passing/satisfactory) and unacceptable (not passing/not satisfactory) performance is indicated.