

GUIDELINES FOR REPORTING ASSESSMENT ACTIVITIES 2003-2004 ACADEMIC YEAR

Reports are due in the Office of Accreditation and Assessment (Morrill 315) according to the selection by each unit (May 1, 2004; July 1, 2004; October 1, 2004; or January 30, 2005).

Departments are expected to assess student learning in their general education and service courses, as well as in courses primarily for their majors.

The purposes of the assessment of student learning are to improve student learning and to improve faculty teaching. These goals are best achieved when all faculty:

- ! Work together to identify significant learning outcomes for their courses and programs,
- ! Conduct relevant activities in their courses and/or areas of responsibility to assess student learning, and
- ! Discuss assessment results and plan ways to enhance and improve student learning.

Suggested format for assessment reports:

1. **An overview statement:** Briefly summarize the year's assessment activities and indicate the extent of faculty and staff involvement.
2. A **copy of the unit's assessment plan** that shows courses or areas assessed, the assessment measures employed, and how often assessment of student learning occurs.
Note: It is not necessary to assess every outcome each year.
3. **Answers to the following questions for each student outcome assessed:**
 - A. What did you do? Describe clearly and concisely how you assessed student learning in each outcome that was evaluated this year.
 - B. What did the faculty in the department or program learn? Explain what strengths and weaknesses in student learning this assessment demonstrated.
 - C. What will be done differently as a result of what was learned? Discuss how courses and/or curricula will be changed to improve student learning.
4. **Explain what you have learned about your program** from this and previous assessments, and what you plan to change or what more you want to learn to help students overcome their weaknesses and improve their strengths.
5. **The department or unit self-rating** on Levels of Implementation must be included in each report. (*See attached form.*)
6. **A summary statement**, and
7. **An indication of what assistance can be provided** by the members of the University Assessment Committee.

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Suggestions for Conducting and Reporting Assessment Activities:

- ! Emphasize direct measures of student learning when dealing with the cognitive domain.
- ! Use indirect measures of student learning as supporting information.
- ! Avoid the use of non-measures of student learning.
- ! Gather data from a variety of sources (e.g. - use multiple sources of information).
- ! Use formative evaluation of student learning within the major.
- ! Think of the report as a summary containing only assessment activities.
- ! Avoid repetition and unnecessary detail. Supporting information may be included in appendices.
- ! Summarize data (at least mean and standard deviation) rather than presenting scores or ratings for individual students. **Information identifying individual students should not be included.**
- ! Consider replacing expected student learning outcomes that have been developed to an optimum with new outcomes that reflect the current learning goals of the department or unit for their students.

Available resources:

For examples of clear, concise assessment reports in a variety of disciplines, please contact Bob Harrold (231-8967) or any member of the University Assessment Committee. Members of the University Assessment Committee include: Joseph Brennan, Sherman Goplen, Robert Groves, Terry Knoepfle, Allyn Kostecki, Christine Oliver, Larry Peterson, Amy Richter, Mark Schmidt, J. W. Schroeder, David Scott, and William Slanger.

NDSU Assessment Web-site:

<http://www.ndsu.edu/ndsu/accreditation/assessment/index.shtml>

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