Assessment Report Guidelines for Completing Steps 1-6

The following guidelines for each section of the assessment report are intended as an aid in preparing or making changes to complete reports. It is most helpful when the progression from Steps1 through 4 is clear. That is, your learning goals should relate to your mission, and your plan should be explicit in how the courses/experiences in Step 3 directly support the learning goals. Step 4 should take full advantage of all of the places in Step 3 where data might be collected. Please remember to make your plan manageable! All data need not be collected annually; some can be done every other year. And you may choose not to measure for all of your learning goals right now. Make claims that you can (a) intellectually, ethically stand behind and (b) find resources to measure.

Step 1: Department/program mission

Please insert your department/program’s mission statement here.

Step 2: Student learning outcomes/goals

All learning goals should reflect your mission. They should be stated in terms of student outcomes (i.e., knowledge and thinking skills, physical skills, and attitudes or values). They should also reflect appropriate external standards, if such standards exist. You might want to consider the learning outcomes stated on each syllabus from your program to help identify commonalities. Note that all outcomes do not have to be assessed every year; you may set up a rotation schedule.

Step 3: Program components designed to achieve each educational outcome

This lists the places in your program where assessment will take place, and might include courses, experiential learning opportunities, or times in students’ programs, such as at the end of their senior year.

Step 4. Methods/data sources and instruments

Make strategic use of both direct and indirect measures, and think about whether data can be collected at the beginning, during the program of study, and at the end. This gives a richer sense of where and when your work contributes strongly to learning goals and where improvements might be made. Possible measures/indicators include (but aren’t limited to) the following:

1. certification exams (e.g., Michigan Test for Teacher Certification, National Athletic Trainers’ Association Board of Certification examination)
2. exit interviews with graduating seniors
3. projects, papers, or exams done in courses with evaluation rubrics
4. graduate school entrance exams and/or success indicators
5. portfolios that are organized around the learning goals
6. proficiency tests
7. public performances with evaluation rubrics
8. records of student participation in various activities
9. reviews by external consultants/professionals
10. self-assessment worksheets
11. senior projects with evaluation rubrics
12. surveys of employers
13. surveys of graduates, particularly their accomplishments

Data from the same sources need not be collected every year. Rather, some kind of assessment rotation is sufficient.

## Step 5.Analyze and interpret the data.

We encourage the use of narratives, statistical summaries, lists, tables, and graphs to summarize the results where appropriate. While individual examples may be useful, student names must never be included.

Step 6. Use of the data for decision making, strategic planning, etc.

Your department or program should discuss your assessment results and their implications for possible improvements. A description of the curricular and instructional improvements you have made since your last assessment report, as well as plans for future improvements with timelines, should be included. Planned improvements in your assessment procedures should also be noted.