

**Submission Instructions and Forms for FULL Assessment Reports**

**(Assessment Results from AY 2019-2020)**

**Packet Includes:**

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**General Education Summary Form**

**Detailed Guidelines for Full Assessment Reports**

Office of Institutional Research and Assessment

Davidson Hall 125

**Report Submission Instructions for Full Assessment Reporting**

Office of Institutional Research and Assessment (OIRA)

1. *Submission deadline: extended to* ***November 6, 2020*** *by Academic Assessment Committee****;*** *early submissions are appreciated.*
2. *Use only the form that is contained in this packet; this supports consistent data collection procedures.*
3. *Be sure to complete all relevant sections of the report.*
4. *Include academic year, report completion date, name of report preparer, and “Full Report” notation in title.*
5. *The report should be between five and ten pages in length, excluding appendices.*
6. *In the Summary section of the Full Report:*
   1. *Consider using bullet statements rather than paragraph form for ease of reading and writing.*
   2. *Reference clearly labeled, appropriate data tables presented in the Detailed Section of the Full Report.*
7. *In the Detailed section of the Full Report:*
   1. *Provide supporting evidence referenced in the Summary section.*
8. *Follow FERPA guidelines; identifiable information for students should not be included in any section of the report.*
9. *A separate report must be submitted for each respective academic program.*
10. *Reports with missing information, student names or student IDs, or multiple program assessments will be returned for editing.*
11. *Submit report electronically as an email attachment to Martie Kaczmarek (Assessment Coordinator, OIRA) at* [***mkaczmarek@ccsu.edu***](mailto:mkaczmarek@ccsu.edu)*. Guidelines, instructions and resources pages do not need to be included when submitting the report.*

**Assessment Policy Overview for Full Report Assessments**

Office of Institutional Research and Assessment (OIRA)

All certificate and degree programs are required to be assessed by New England Commission on Higher Education (NECHE) to ensure educational quality. Our [Assessment process](https://www.ccsu.edu/oira/assessment/AAC/policy.html) ensures we are in compliance NECHE and CSCU Board of Regents (BOR).

**Five-Year Reporting Cycle:**

* Assessment reporting is on a five-year cycle; a Full Report is due in Year One, a Summary Report in Year Two (the same year the Program Review self-study is submitted), followed by Interim Reports in Years Three, Four, and Five.
* Full Reports will be due in each of the first three years of a new program.
* Beginning in AY2019-20, fully externally accredited programs will no longer be required to submit Full or Interim Reports. Instead, accredited programs will submit Summary Reports every year. As it occurs, copies of the Accreditation Self Study and corresponding Feedback Letter(s) must also be submitted. Programs having one or more components that are non-accredited will continue reporting on the five-year cycle.
* Certificate programs considered embedded within a degree program do not need to be reported on separately.
* Please review the [Report Calendar](https://docs.ccsu.edu/oira/assessment/Assessment_Submission_Program_Review_Calendar.pdf) on our OIRA website for current report submission requirements, including which certificate programs are embedded. The link to the calendar and our Academic Assessment policy are also available on the Resources page of this document (page 4).

**Full Report Requirements**:

* Full Reports require in-depth analysis of program and all learning outcomes, including an Appendix of supporting documentation, and a General Education Summary.
* All reports include a Summary section; this section contains questions required by NECHE, the CSCU Board of Regents, and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs.
* The General Education Summary has two options for reporting on GenEd Assessment information: (1) GenEd Assessment Initiative (MSC Model) or (2) traditional GenEd Assessment at the department level. Please choose one option and complete the section accordingly.

**Resources and Support for Assessment Reporting**

Office of Institutional Research and Assessment (OIRA)

**OIRA Website URL Addresses:**

Academic Assessment Policy: <https://www.ccsu.edu/oira/assessment/AAC/policy.html>

Report Calendar: <https://docs.ccsu.edu/oira/assessment/Assessment_Submission_Program_Review_Calendar.pdf>

Learning Outcomes/Objectives: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

Methods for Assessing Learning Outcomes/Objectives: <https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html>

Assessment Forms and Current/Historical Reports: <https://www.ccsu.edu/oira/assessment/AAP.html>

Office of Institutional Research and Assessment: <https://www.ccsu.edu/oira/assessment/>

**Assessment Coordinator Support**

Martie Kaczmarek

Assessment Coordinator

Office of Institutional Research and Assessment

Davidson Hall 125

T. 860-832-2304

E. [mkaczmarek@ccsu.edu](mailto:mkaczmarek@ccsu.edu)

Please Contact Assessment Coordinator for:

* Assistance on calculation student performance metrics (e.g., average scores, percent passing, etc.)
* Guidance in organizing or interpreting the data
* Program has fewer than five students in a given assessment period
* Describe how the results have changed over time
* Other questions or concerns regarding any of the Assessment Reports
  + - * Submission of all Assessment Reports; send as an email attachment

**Program report Summary**

|  |  |
| --- | --- |
| Department: | Report Type: FULL REPORT |
| Program Name and Level: | Academic Year Data: 2019-20 |
| Report Preparer: | Date Completed: |

|  |  |
| --- | --- |
| **Program Assessment Question** | **Response** |
| 1. **URL**: Provide the URL where the Learning Outcomes (LO) can be viewed. |  |
| 1. **Assessment Instruments**: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.) |  |
| 1. **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.). |  |
| **4) Results**: Using this year’s Findings, list:  a. The conclusion(s) drawn  b. The changes that were or will be made as a result of those conclusion(s) |  |
| **5) Strengths**: List ways in which your assessment process is working well. |  |
| **6)**  **Improvements**: List ways in which your assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here). |  |

**general education Summary**

* 1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
  2. If your department participated in the General Education Assessment initiative (Multi-State model), complete Section 1 below.
  3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Section 2 below. Complete one Summary table for each LO assessed.
  4. URL for the list of CCSU Learning Objectives/Outcomes, click [**here**](http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program).

|  |  |
| --- | --- |
| Department: | Report Type: GenEd Summary |
| General Education LO Assessed: | Academic Year Data: 2019-20 |
| Report Preparer: | Date Completed: |

|  |  |
| --- | --- |
| **Participation in General Education Assessment Initiative (Multi-State Collaborative model)** | **Section 1 Responses** |
| 1. Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (Multi-State Collaborative model).   *Please list the participating faculty and General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts.* | Faculty member(s):  GenEd Learning Outcome(s)/Objective(s):  Course(s): |

|  |  |
| --- | --- |
| **Participation through Department-level**  **GenEd Assessment** | **Section 2 Responses** |
| 1. **Courses**: List course(s) and the CCSU General Education Learning Objective/Outcome with which the course is aligned. (These include courses across all schools and departments and are not limited only to designated GenEd Study and Skill Area courses.) |  |
| 1. **Assessment Instruments**: What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome?   (e.g., capstone course, portfolio review, licensure examination, etc.) |  |
| **3)** **Interpretation**: Who interprets the evidence?  (e.g., faculty, Admn. assistant, etc.). |  |
| **4)** **Results**: Since the most recent full report, list: *a.* The conclusion(s) drawn, noting strengths and weaknesses.  *b.* The changes that were or will be made as a result of those conclusion(s). |  |
| **5)** **Strengths in your Assessment Process**: List ways in which your assessment process is working well. |  |
| **6)** **Improvements**: List ways in which your GenEd assessment process needs to improve based on student data ( A brief summary of changes to assessment plan can be reported here). |  |

***DETAILED GUIDELINES FOR FULL ASSESSMENT REPORTS***

# PREAMBLE and Highlights

1. Brief description about degree or program (1-3 sentences).
2. Most significant changes made to the degree or program, curricular or programmatic, based on results from assessment activities.

# SECTION 1 – LEARNING OUTCOMES (LO)

1. Provide a numbered list of LOs for program graduates.
2. These are skills, knowledge or competencies that students should know by the time they graduate.
3. Statements should be verb driven and take “students” as the grammatical subject.
4. Written in clear, simple language for a lay audience.
5. Outcomes should be measurable.

# SECTION 2 – FINDINGS

1. Present findings from the evaluation of student learning in the program (see Section 5 for general education).
2. Organize supporting (s)material in order of each LO identified above.
3. For ease of presentation, consider using data tables or graphs that summarize the results.
4. 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(s).
   3. Explain the link between the assessment method(s) and each LO measured. *If a LO was not measured in either FY 2016-17 or 2017-18, indicate when this outcome will be measured.*
   4. Summarize student performance. *(e.g., average scores, percent passing).*
   5. Trend up to five years of data—Include (embedded directly in the report or appended) detailed data tables or findings for each LO. If these data are appended, clearly indicate within the report, the corresponding appendix. *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.*

**SECTION 3 – ANALYSIS**

For *each* outcome:

* 1. Within the context of data from past years, describe what these current results mean, including an identification of patterns of students’ **strengths and weaknesses** across the program
  2. Describe how the results have changed over time.

**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 Note: if this section is not completed, the report will be returned to the department as incomplete.

# SECTION 5 – 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.*

**GOALS**:

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 four years, consistent with the AAC review schedule. The four-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.
3. Should cover each departmental LO.

**IMPLEMENTATION**:

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
   * Changes to pre-requisite courses
   * Develop new or revise current assessment strategy
   * Change course sequence
   * Develop or modify course
3. Specify goal of assessment 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.

# SECTION 6 GENERAL EDUCATION LEARNING OBJECTIVES/OUTCOMES ASSESSMENT

The campus-wide assessment of CCSU’s GenEd Learning Objectives/Outcomes (LO) takes place across schools and departments and is not tied solely to GenEd designated courses.

Departments participate in the assessment of CCSU’s General Education Learning Objectives/Outcomes in the following ways:

1. Departmental Faculty participation in the General Education Assessment initiative (Multi-State model) through submission of student artifacts/work samples, including students’ papers and/or select course assignments, from freshman through senior-level classes. (Note: Submitted student work DOES NOT have to be from GenEd Study and Skill Area designated classes.) -- *AND/OR --*
2. Department-level assessment(s) directly linked to select GenEd LO’s.

# A. General Education Reporting Guidelines for General Education Assessment Initiative (Multi-State Collaborative Model) Participating Departments

Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (MSC-model).

1. List the participating faculty and CCSU General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts to OIRA (Critical Thinking-LO#4; Written Communication-LO#5; Quantitative Reasoning-LO#6; Information Literacy-LO#7; and/or Civic Engagement-LO#10.)
2. List the course(s) where these student work/artifacts were collected.

# B. General Education Reporting Guidelines for Department-level GenEd assessment of CCSU GenEd Learning Objectives/Outcomes

1) List course(s) and the CCSU General Education Learning Objective/Outcome(s) with which the course is aligned. *These may include both designated and non-designated Study and Skill Area courses taught in your department.*

2) 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) used for each GenEd learning objective/outcome.
4. Explain the link between the assessment method(s) and each LO measured. *If LOs 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;).*
6. Trend up to five years of data—Include (embedded directly in the report or appended) detailed data tables or findings for each LO. If these data are appended, clearly indicate corresponding appendix.

* 1. Analysis of Findings – 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 to which the department contributes.
2. Describe how the results have changed over time.

* 1. 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.

# Assessment Plan for the Future

Describe your General Education LO’s assessment plan, using the format described above for departmental programs.

**APPENDIX**

Since Section 2 (FINDINGS) provides assessment results in a summarized format, please include a full tabulation of results as an appendix, as you deem appropriate.