

# TEMPLATE FOR WRITING ASSESSMENT REPORTS

## Outline for Reporting *Mission*

1. The mission of (*name of program*)
2. is to (*describe primary purpose*)
3. for (*who*: undergraduate, masters, doctoral) students
4. by (*core functions or expectations for students*).

## Outline for Reporting *Outcomes*

1. (*Describe minimum number of student learning outcomes/desired learning end results in terms appropriate to the mission and level of the program*).
2. (*Describe minimum number of administrative outcomes/expectations appropriate to the program*).

## Outline for Reporting *Methods of Student Learning Assessment*

1. In (*when*: fall and spring semesters, 2018-2019), (*who*: instructors of specified classes, faculty in review committees, graduate advisor) will assess
2. (*who*: undergraduates, graduates, doctoral, seniors, freshmen)
3. (*where*: courses, sections, capstone review processes)
4. (*when*: midterm, final)
5. using (*what*: portfolios, embedded test questions, pre-test/post-test, comp exam, thesis, essay, survey, etc.). (*Provide details about assessment such as number, type and subject of questions*).
6. The assessments are designed to measure students' ability to (*do what*: understand, apply, analyze specific knowledge, skills, attitudes) and will be analyzed using (*assessment tool*: scoring sheet, rubric, scantron analysis).
7. Students are expected to achieve (*stretch target*: percentage, number, level).

### **Outline for Reporting *Results* of Student Learning**

1. In (*when: fall and spring semesters, 2018-2019*),
2. (*how many: number*)
3. (*who: undergraduates, graduates, doctoral, seniors, freshmen*)
4. were assessed using (*what: portfolios, embedded test questions, pre-test/post-test, comp exam, thesis, essay, survey, etc.*)
5. in order to measure students' ability to (*do what: understand, apply, analyze specific knowledge, skills, attitudes*)
6. The (*who: faculty panel, course instructor, thesis committee*) found that
7. (*Insert your findings here*).
8. Thus, (*n %*)
9. of (*who: undergraduates, graduates, doctoral, seniors, freshmen*)
10. (*met or exceeded expectations, excelled using whatever rubric used*)
11. by demonstrating (*what: specific knowledge, skills, attitudes*).
12. (*Very briefly, in approximately two or three sentences, reflect upon/discuss the findings. Specify how the results relate to the target and to results from previous years. Briefly describe how implementing prior action plans enhanced student learning.*)
13. (*Then, given the findings, briefly mention ways in which students could improve.*)

### **Outline for Reporting *Action Plans* for Improving Student Learning**

1. Based on the results, the (*who: faculty panel, course instructor, thesis committee*) plan to
2. (*do what: modify, add, delete*)
3. (*Briefly describe actions to be taken, including when and where*)
4. to improve students' ability to (*do what: understand, apply, analyze specific knowledge, skills, attitudes*).

### **Outline for Reporting *Evidence of Improvement* in Student Learning**

1. Based on a comparison of the 2017-2018 and 2018-2019 results, improvements in student learning are evident in (*which outcomes*). Because last year's action plan (*describe steps taken*) was implemented, (*extent of improvement*) improvements were observed in (*what*).
2. (*Describe specific area of the outcome that was improved*).
3. (*Describe how implementation of prior actions plans contributed to improvement*).
4. (*Describe the extent of the improvement*).

*\*If no improvements were noted in any of the program's outcomes assessments, faculty in the program should review and discuss these results and determine how to achieve greater success in assessing student learning.*