Guide to Submission of Academic Student Learning Assessment Reports

Prepared by:

Office of Institutional Effectiveness (OIE)

Student Learning Assessment Committee (SLAC)

(Revised 5/3/2023)

Contents

Introduction

This guide includes information on student learning assessment and reporting as well as instructions and templates for creating academic assessment reports.

The Assessment Cycle

The annual assessment cycle involves four phases (Suskie, 2018):

1. **Planning/determining procedures**: Planning involves setting clear, concrete student learning outcomes and making sure that students have enough means and resources to reach the outcomes. This phase also involves determining the assessment methodology.
2. **Conducting/analyzing**: Conducting/analyzing involves collecting and analyzing relevant data to measure progress towards student learning outcomes.
3. **Discussing/using results**: The discussing/using phase involves interpreting results and using findings to improve learning.
4. **Determining impact**: After changes are made, follow-up assessment is necessary to determine if changes improved student learning.

Submission Policies and Report Format

To document these assessment activities, each instructional academic program, including majors, minors, and certificates, should submit an academic assessment report each year, except those minors that are in the same identical fields as the majors. For minors that have very small numbers of students, the submission should indicate that sample sizes are too small for data analysis. Core programs, such as First Year Seminar, Information Literacy, and the Honors Program should also report annually.

Majors are encouraged to assess 4-6 outcomes each year, while minors and certificates are encouraged to assess 2-3 outcomes each year. Each outcome is associated with six main report sections. These sections will be described in depth later in this document. However, the sections are listed below, along with the deadlines for submission.

July1:
1. **Major/program student learning outcomes**
2. **Phase of the assessment cycle**
3. **Assessment procedures and criteria**
4. **Assessment results and determination of progress toward learning outcome**

October 15:

5. **Use of results**
6. **Determining if changes impacted student learning**

Faculty from each program will meet with the school assessment coordinator and/or school assistant dean to discuss the assessment reports that are submitted. Final assessment reports are posted on the college assessment website (maintained by OIE).

Submitting a Report via Etrieve

To submit an academic assessment report via Etrieve, use the following link. Brief descriptions of the key fields in the report are included below. Appendix A contains a walk-though of how to complete the Etrieve form. Also, academic assessment report templates and other resources can be found on the OIE website.

Table 1

Descriptions of ProcessMaker Fields

Etrieve Field	Description
Report Year	Be sure that this field contains the appropriate academic year for the assessment.
Program	Select your degree and program. If you have difficulty finding your program, try selecting Interdisciplinary from this menu.
Retrieve Previously Submitted Reports	You can choose a report from a previous year to populate your current form. This allows you to either edit or add to the information already submitted.
Mission	This statement generally consists of a paragraph regarding the general purpose and function of the program as well as the stakeholders of the program (Massa & Kasimatis, 2017). The mission is ideally derived from the school mission statement and from other sources such as similar programs at other institutions, professional organizations, and accrediting bodies.
Major/Program Student Learning Outcomes	Learning outcomes are statements of clear, measurable achievements. For example, "Students will apply scientific thinking to everyday problems" (Massa & Kasimatis, 2017). The learning outcome indicates who will be doing the learning, how learning will occur, and what content will be learned. Importantly, the action word (e.g., apply) should be easily connected to an assignment/action and a measure. This word is often taken from Bloom's taxonomy (Bloom & Engelhart, 1956).
Phase	The assessment cycle involves a number of phases. Please check the appropriate phase(s) for the outcome. Note that the system provides additional text boxes as more phases are checked.
Assessment Procedures	Assessment procedures include clear measures that are linked to the outcome. Common examples of assessment evidence are assignment grades; written work, performances, and presentations; capstone experiences; portfolios; student reflections; scores on locally-designed multiple-choice or essay tests; published tests (e.g., Major Field Test) or licensure or certification exams; admission rates into graduate programs; student ratings; and alumni perceptions (Suskie, 2018). To increase validity, when possible, rubrics should be used to score student work. The assessment procedures should be clearly described providing an overview of the assessment method. Multiple assessment methods make for a

	stronger assessment approach for outcomes assessment. As one is documenting end of program learning outcomes one may consider upper level courses instead of 100 or 200 level courses which may be teaching introductory content (unless the outcome is at a more basic knowledge level).
When Does Assessment Occur?	At what point in the course or year does data collection occur?
How Often Does the Assessment Occur?	What is the assessment cycle? For example, are data analyzed annually, every two years, or every three years?
Criteria	Assessment criteria, or standards for performance, should also be <u>clear</u> and <u>rigorous</u>. Examples of such criteria follow: "70% of students will earn a C or higher on their application assignment"; "70% of students will meet or exceed expectations on their application paper, as measured by a rubric"; and "The average standardized exam score for students will meet or exceed the national average" (Massa & Kasimatis, 2017).
Assessment Results	Assessment results, or themes derived from data, should be <u>linked to the outcome</u>. For example, results could be the actual percentage or average from relevant data collection (Massa & Kasimatis, 2017). Sample sizes should also accompany the results. Course grades are not an acceptable form of data collection for outcomes assessment.
Upload Supporting Document(s)	Upload rubrics, assignments, etc. by clicking "Attachments."
Use of Results	Use of Results allows the program to discuss <u>specific improvements to the program (or the assessment process) that are based on the results</u>. Here, the meaning and story of the data are created (Jankowski & Cain, 2015). The data are contextualized with information about goals, students, and methods of improvement. Use of results can include changes that improve student learning outcome statements, assessment methods, reconsideration of criteria, changes in the curricula etc.
Determining If Changes Impacted Learning	The "Impact" section allows the program to <u>describe the impact of changes on learning</u>. Have results changed once initial changes have been made?

Review of Student Learning Assessment Report

Office of Institutional Effectiveness administrators are available to consult with faculty on all aspects of the assessment process. They review assessment reports, once submitted, and will also request meetings if plans need to be discussed.

Key Participants in Academic Assessment

Student Learning Assessment Committee. The purpose of the Student Learning Assessment Committee (SLAC) is to improve academic program (major, minor, certificate, core) assessment of student learning. This is accomplished by providing assessment guidance and support as well as development and opportunities to share best practices.

The charges of SLAC include the following:

- Provide **guidance** in the development of student learning outcomes.
- Identify & deploy assessment **resources**.
- Create opportunities for **communicating** best practices and experiences across all three schools.
- Be **advocates** for student learning assessment.
- Provide counsel to departments to help facilitate the submission of required assessment documents.
- Revise, if needed, current **documentation and submission** procedures to ensure a reasonable balance between required evidence and what is beneficial to the schools and academic departments.
- Develop and adopt an **Assessment Cycle** that:
  - Emphasizes the importance of prioritizing student learning outcomes. Hence, not all student learning outcomes need to be assessed annually.
  - Recognizes that (a) using the results, (b) making appropriate changes, (c) determining or affirming if student learning has improved as well as (d) conducting the assessment(s) are integral in the assessment of student learning.

School Assessment Coordinators. A School Assessment Coordinator is a member of the Student Learning Assessment Committee. The responsibilities of the assessment coordinators include the following.

School:

- Ensure that new course proposals have assessment plans that align with stated student learning outcomes.
- Be lead contact for faculty.
- Assist in the development and implementation of assessment training.
- Ensure planned assessments are being implemented. Help departments overcome challenges or obstacles to assessment.
- Provide counsel to departments to help facilitate the submission of required assessment documents.

Core:

- Work with Core Advisory Committee (CAC) to facilitate faculty discussions about new core assessments.
- Work with CAC to develop and implement new core assessments.

- Develop and implement opportunities to share best practices in assessment with faculty within each of the new core disciplines and Franciscan concerns.

College:

- Be an assessment advocate.
- Participate in the Student Learning Assessment Committee (SLAC) by attending meetings and contributing to the development and execution of SLAC activities and initiatives.
- Develop and implement opportunities to share best practices in assessment with faculty across schools.
- Work with the Office of Institutional Effectiveness (OIE) to ensure that meaningful student learning assessment is conducted across campus.
- Review academic program documentation. Work with the departments that have academic program assessment documentation that is unclear, incomplete, or does not depict student learning assessment.

Assistant Deans. Assistant deans collaborate with school assessment coordinators and other stakeholders to promote student learning assessment efforts. The responsibilities of the assistant deans include the following.

- Propose web links for the College's assessment resource web page.
- Provide administrative support to departments for student learning assessment initiatives (ex. assessment instrument dissemination, collection of data, distribution of results)
- Help improve awareness and use of existing assessment resources
- Advocate the value of student learning assessment
- Partner with the School Assessment Coordinator to work with departments to provide feedback on their student learning assessments
- Help in the development and dissemination of student learning assessment documentation
- Assist in the revision of the student learning assessment schedule
- Support specialized program accreditation activities as deemed appropriate by the dean and department heads
- Facilitate the efforts to collect and assemble evidence as it pertains to assessment as required by Middle States accreditation

Department Head and Faculty. The academic faculty members in the various majors/programs are responsible for assessing the attainment of course learning outcomes and submitting assessment plans and reports to their Major/Program Chairs. In collaboration with faculty members, the Major/Program Chairs are responsible for incorporating the academic assessment reports in their Annual Assessment Report.

Administration. The deans and appropriate committees support faculty and staff by providing leadership and support, including financial, for assessment activities. The three schools, working with the SLAC, the College Planning and Finance Committee (CPFC), and
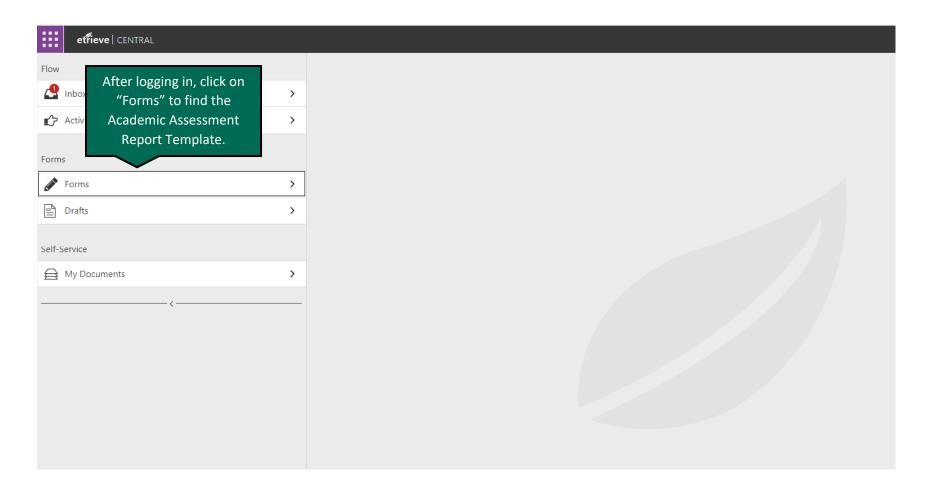
OIE are responsible for the coordination, review, and follow-up of assessment activities in their units.
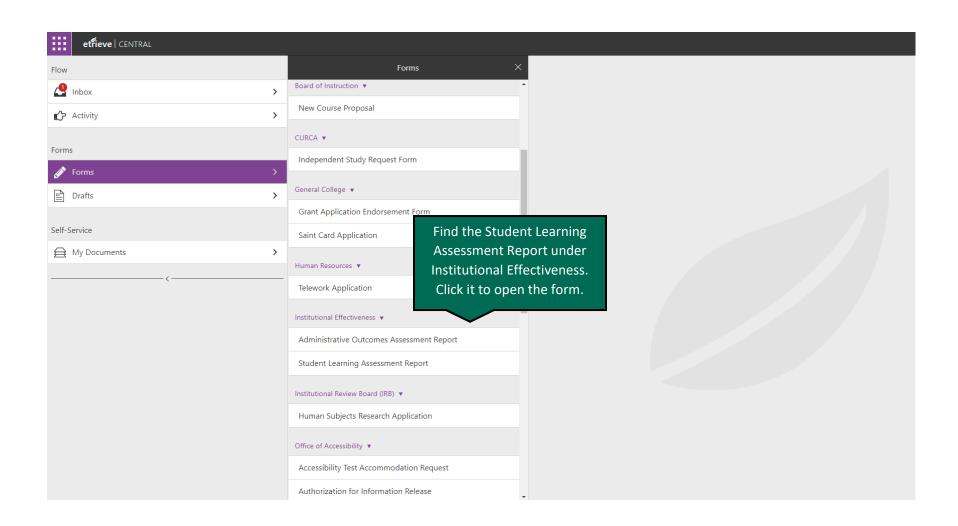
The Office of the Provost. As the chief academic officer, the Provost is responsible for overseeing the assessment process. The Provost ensures that the annual assessment plans are in alignment with the overall College mission.
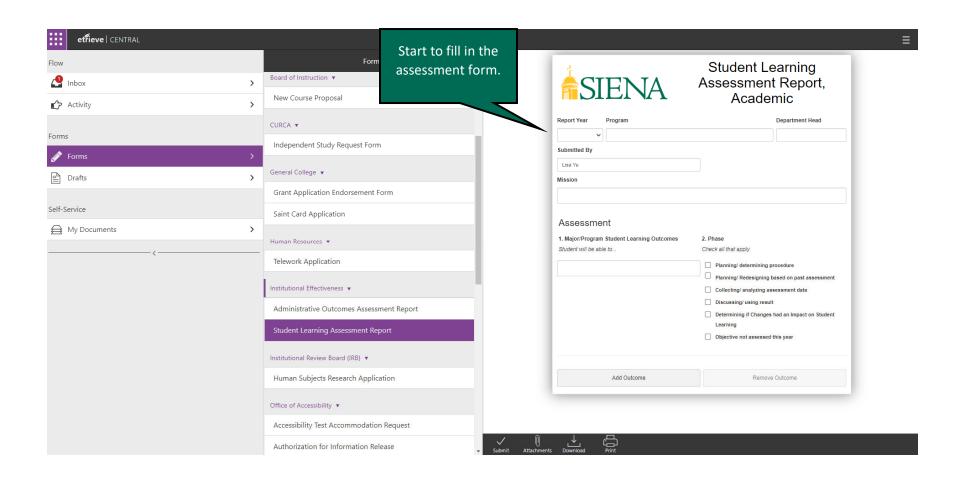
References

Bloom, B. S., & Engelhart, M. D. (1956). *Taxonomy of educational objectives: The classification of educational goals*. London, England: Longmans.

Jankowski, N.A., Cain, T.R. (2015). From compliance reporting to effective communication: Assessment and transparency. In G.D. Kuh et al. (Eds.), Using evidence of student learning to improve higher education (pp. 201-219). San Francisco, CA: Jossey-Bass.

Massa, L. J., & Kasimatis, M. (2017). Meaningful and manageable program assessment: A how-to guide for higher education faculty. Sterling, VA: Stylus Publishing.

Suskie, L. (2018). *Assessing student learning: A common sense guide* (3rd Edition). San Francisco, CA: Jossey-Bass.

Appendix A

Flow

Inbox

Activity

Forms

Forms

Drafts

Self-Service

My Documents

Forms

Board of Instruction ▾

New Course Proposal

CURCA ▾

Independent Study Request Form

General College ▾

Grant Application Endorsement Form

Saint Card Application

Human Resources ▾

Telework Application

Institutional Effectiveness ▾

Administrative Outcomes Assessment Report

Student Learning Assessment Report

Institutional Review Board (IRB) ▾

Human Subjects Research Application

Office of Accessibility ▾

Accessibility Test Accommodation Request

Authorization for Information Release

Find the Student Learning Assessment Report under Institutional Effectiveness. Click it to open the form.

Student Learning Assessment Report, Academic

Report Year

2022-2023

Program

Accounting (BS) Major

Department Head

Elizabeth Marcuccio

Submitted By

Lisa Yu

Previously Submitted Reports

Click here to select a previously submitted report to populate this report.

Mission

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

> Enter your program student learning outcome. Outcomes should be clear and measurable. See Table 1 for guidance on composing an outcome.

2. Phase

Check all that apply

> Please check the appropriate phase(s) for the outcome. Note that the system provides additional text boxes as more phases are checked.

☑ Planning/ determining procedure ☑ Planning/ Redesigning based on past assessment ☑

Collecting/ analyzing assessment data ☑ Discussing/ using result ☑

Determining if Changes had an Impact on Student Learning ☑ Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample

when it is applicable, etc.)

> Enter your program's assessment procedure. These should be clear and linked to your outcome. See Table 1.

When does assessment occur?

> At what point in the course or year does data collection occur?

How often does assessment occur?

> What is the assessment cycle? For example, are data analyzed annually, every two years, or every three years?

Criteria (How do you know students are achieving learning outcome?)

> Enter your program's criteria. Criteria should be clear and rigorous. See Table 1.

4. Assessment Results (Collecting/ analyzing, please identify the samplle size and course number when appropriate)

Enter your program's assessment results. These should be linked to your outcome. See Table 1 for guidance on composing results.

Learning Outcome Met? (Based on Criteria)

Discuss specific improvements to the program (or the assessment process) that are based on the results. See Table 1.

5. Use of Results (Discussing/ using results)

Describe the impact of changes on learning. See Table 1.

6. Determining if changes impacted student learning

Click "Add Outcome" to add more outcomes of your program.

Upload rubrics, assignments, etc. by clicking "Attachments." Make sure the attachments are named appropriately and referred to specific outcomes. Attachments can be renamed after being uploaded into this platform.

Add Outcome

Your report can be printed or saved as PDF before submission.

Remove Outcome

Submit   Attachments   Download   Print