

2019 (Student Learning Outcomes) Assessment Reports
(Office of Student Learning Assessment to receive them **by Wednesday, May 31st 2019**)

Overview: This year's (student learning outcomes) assessment reports will be received by the Office of Student Learning Assessment **by Thursday, May 31st 2019**. As far as the submission of the reports is concerned, we have the following *two-step process*: firstly, **all annual assessment reports** will be sent **electronically to Deans, Associate Deans, Directors, Chairpersons, or Program/Unit designees before May 31st 2019** (by specific due dates set by colleges/programs/units before May 31st 2019, wherever applicable). In the title line, please type the name of the program. Secondly, **by May 31st 2019**, a copy of these reports should be sent to the **Office of Student Learning Assessment** by the **Deans, Associate Deans, Directors, Chairpersons, or Program/Unit designees** to the following e-mail address: g.b.stead@csuohio.edu. As stated before, please type the name of the program in the title line.

Content: Detailed guidelines for the content of assessment reports are on the next pages. Please note that the purpose of assessment of student learning outcomes is to improve programs, teaching, and learning. Therefore, *the most important sections of each report should be the findings of the (student learning-related) assessment data, how the data were reviewed, and any relevant follow-up actions taken during the 2018-2019 academic year.*

Formats: Reports can be filed in a variety of formats:

- Narrative in Word
- Table format in Word
- Table format in Excel

To download any of these report templates, go to <http://www.csuohio.edu/slc/annual-assessment-report-guidelines>. You could also e-mail Graham Stead for an electronic version of the documents in question.

Copy of Last Year's Report: If you need a copy of last year's report, please ask Graham Stead (g.b.stead@csuohio.edu)

Due Date: Deans, Associate Deans, Directors, Chairpersons, or Program/Unit designees should receive the 2019 assessment reports **before May 31st 2019** so that they can submit them to the Office of Student Learning Assessment **by May 31st 2019**.

NOTE: For any questions regarding this matter, please contact Graham Stead at 216-875-9712 or g.b.stead@csuohio.edu.

2019 GUIDELINES FOR STUDENT LEARNING OUTCOMES ASSESSMENT REPORTS

Assessment Report Sections	<i>What Does It Mean?</i>
<p>1) Introduction/ Context:</p> <p>a) What information about your program/unit is important for the reviewers of your assessment report to understand?</p> <p>b) Has there been any change in the context of your program/unit that influenced student learning outcomes that should be reflected in the current report?</p> <p>c) If the case, has the current assessment report addressed any of the recommendations made by review teams based on preview year report?</p>	<p><i>a) Writing an introduction or describing the context of your program/unit is very helpful to the reviewers of assessment reports, as Associate Deans, faculty, and staff do not review assessment reports in their own colleges, divisions, units, or programs. This means that presenting some background information about your program/unit will help reviewers situate your assessment efforts, both in terms of achievements and improvable areas.</i></p> <p><i>b) In case your program/unit structure or curriculum has changed compared to the previous academic year, include references to how that may have impacted student learning outcomes and the current report.</i></p> <p><i>c) Whenever applicable, provide the review teams with a general idea about the implementation of recommendations or suggestions for improvement made previously based on your student learning assessment report submitted last year. The general statements made in this section should be elaborated upon in subsequent sections, wherever you have details to offer about the integration of previous review recommendations.</i></p>
<p>2) Goals:</p> <p>a) What are the goals of your program/unit in terms of student learning?</p>	<p><i>a) This question focuses on the set of goals (sometimes called objectives) each program/unit has in terms of what students are expected to learn.</i></p>

<p>b) Have these student learning goals been reviewed over the past academic year? If so, who was involved in the process? Additionally, have they been modified based on student learning assessment data collected in your program/unit? If the case, have any recommendations from the review of the previous year report been addressed?</p>	<p><i>b) These questions help reviewers determine the changes to the set of student learning goals based on a collaborative effort to develop, implement, and evaluate them. For most programs, this section may be identical to last year's report. However, if the program/unit goals were modified over the course of the previous academic year, or are in the process of being modified, please make that clear. Also, if the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous report.</i></p> <p><i>- For more information on goals, see the following Web site: http://www.csuohio.edu/slc/frequently-asked-questions-sla</i></p>
<p>3) Outcomes:</p> <p>a) What are the intended outcomes of your program/unit in terms of student learning?</p> <p>b) Have these student learning outcomes been reviewed over the past academic year? If so, who was involved in the process? Additionally, have they been modified based on student learning assessment data collected in your program/unit? If the case, have any recommendations</p>	<p><i>a) This question relates to the evidence students in your program/unit could produce to demonstrate their learning (primarily the case for academic programs) or needs being met through services provided (primarily the case of co-curricular areas). In other words, at the end of a cycle of instruction or service-providing, what proof do you have that students learned (or did) what they were expected to learn (or do)? For academic programs, the outcomes should be stated in terms of what students will know, be able to do, and/or demonstrate as dispositions deriving from the teaching and learning process. For student service units, the outcomes should be stated in terms of what students will know, be able to do, and/or demonstrate as dispositions deriving from the services provided and/or participation in sponsored activities.</i></p> <p><i>b) These questions help reviewers determine the changes to the set of student learning outcomes based on a collaborative effort to develop, implement, and evaluate them. For most programs, this section will be identical to last year's report. However, if the program/ unit outcomes</i></p>

<p>from the review of the previous year report been addressed?</p>	<p><i>were modified over the course of the previous academic year, or are in the process of being modified, please make that clear. Also, if the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous report.</i></p> <p><i>- For more information on outcomes, see the following Web site: http://www.csuohio.edu/slc/frequently-asked-questions-sla</i></p>
<p>4) Data collection:</p> <p>a) What <i>direct</i> and <i>indirect</i> methods did you use to measure the degree to which the student learning outcomes meet (align with) the goals of your program/unit?</p> <p>b) Were these instruments/tools, methods, and/or processes modified over the course of the previous academic year? If so, what are the actual change and the rationale behind it? If the case, have the reviewers' recommendations from the previous year report been addressed?</p>	<p><i>a) Your program/unit determines how the evidence of your students' learning matches the goals of the program/unit. To this end, your program/unit could utilize a range of direct methods of assessing student learning (such as standardized or instructor-created tests, projects, portfolios, performances, etc.). Additionally, your program/unit could use several indirect methods of assessing student learning, among which we mention surveys, questionnaires, individual student or focus group interviews, etc.</i></p> <p><i>b) These questions emphasize any changes your program/unit made to the range of direct and/or indirect methods used to assess student learning. The reviewers would also benefit from an explanation describing how and why the change was made. If there are no changes in the data collection methods and procedures, this section will be the same as the last report. Also, if the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous report.</i></p> <p><i>- For more information on direct and indirect methods of assessing student learning, see the following Web site: http://www.csuohio.edu/slc/frequently-asked-questions-sla</i></p>
<p>5) Data analysis & findings:</p>	

<p>a) How did your program/unit analyze the student learning assessment data collected? What are your findings/results? How do they compare to the findings/results from the previous academic year?</p> <p>b) If the case, have the reviewers' recommendations from the previous year report been addressed?</p>	<p><i>a) Every program/unit is expected to have new data so this section should be updated each academic year. Comparing the most recent results to previous years is important in determining if improvements are being made or could be made.</i></p> <p><i>b) If the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous report.</i></p>
<p>6) Review of findings:</p> <p>a) Who was involved in your program/unit review of the findings from your analysis of student learning assessment data? When did the review process take place?</p> <p>b) If the case, have the reviewers' recommendations from the previous year report been addressed?</p>	<p><i>a) Every program is expected to review collaboratively student learning assessment data at least once a year, so this section should be updated each year.</i></p> <p><i>b) If the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous report.</i></p>
<p>7) Follow-up actions:</p> <p>a) Based on your review of findings, what changes have been made to the curriculum, OR activities, OR services, OR goals, OR student learning outcomes (choose all that apply) in your program/unit? Also, have any of these changes led to modifications in the process of collecting and/or reviewing student learning assessment data?</p> <p>b) If the case, have the reviewers' recommendations from the previous year report been addressed?</p>	<p><i>a) This is one of the most important sections of the report and should be updated each year. Assessment of student learning is a form of data-driven decision making that impacts our curricula, instructional practices, and quality of support services provided. With this in mind, elaborate on the actions taken during AY 2017-2018 as a follow-up to the analysis of the student-learning assessment data. If no actions were taken, what was the rationale behind that decision?</i></p> <p><i>b) If the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous</i></p>

report.