**2024 Student Learning Outcomes Assessment Reports**

**Guidelines**

**Overview**

Student learning outcome reports are due to the Office of Instructional Excellence by **May 31, 2024**.

If the student learning outcome report is completed by faculty members, please send the report to the department chair to check for completeness and accuracy. Next, the department chair should send a copy to Laura Northrop at [l.northrop@csuohio.edu](mailto:l.northrop@csuohio.edu), as well as to the Associate Dean of the College in charge of program assessment/student learning outcomes in each college. Please include the program name in the email title line.

The student annual learning assessment reports will be peer-reviewed in sessions scheduled for the summer.

If you need a copy of past reports or feedback, please contact Laura Northrop at [l.northrop@csuohio.edu](mailto:l.northrop@csuohio.edu).

**Guidelines for Student Learning Outcomes Assessment Reports**

The purpose of assessment of student learning outcomes is to improve programs, teaching, and learning. Therefore, the most important sections of the 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 2023-2024 academic year.

We are still interested in identifying programs with ***student engagement*** activities. These activities include but are not limited to civic and community engagement activities. They can be presented as part of the introduction and program highlights of the report.

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| **Assessment Report Section** | **What Does It Mean?** |
| **1) Introduction, Context, & Program Highlights**  a) Provide summary information about your program/unit that is important for peer reviewers to be able to contextualize your assessment report.  b) Outline any AY 2023-2024 improvements based on reviews of findings related to: program/unit curriculum and/or program/unit assessment.  c) Share a preliminary forecast related to program/unit evolution over the next academic year.  d) Does your program have a component of **student engagement**?If so, please specify the type of student engagement activities (e.g., civic or community engagement, research engagement, etc.) | a) Writing an introduction that highlights the context of your program/unit. Such an introduction will be very helpful to the reviewers who are not familiar with your program. 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.  b) As a result of engaging in continuous improvement efforts, one possible outcome has to do with improvements made to the curriculum. In the case of student support service areas, that would be represented by improvements made to the structure and/or sequence of services aimed at student success. At the same time, both for academic programs and student support service units, changes may have been made to the assessment process itself. In either case, outline these changes as evidence of use of assessment data.  c) Based on the data presented as evidence of continuous improvement related to program/unit curriculum (or structure and/or sequence of services) AND/OR assessment processes, name some of the expected developments for the next academic year.  d) Please indicate whether your program has a component that engages students. This is a YES/NO question. If yes, please specify the type of student engagement activities. |
| **2) Goals**  a) What are the goals of your program/unit in terms of student learning?  b) Is there any change in terms of program goals compared to the previous years? If so, what triggered the change? How has it been implemented? | 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 by attending classes in your program or by receiving support services provided by your unit.  b) These questions help reviewers determine 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. |
| **3) Outcomes**  a) What are the outcomes of your program/unit in terms of student learning?  b) Is there any change in terms of program outcomes compared to the previous year? If so, what triggered the change? | 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.  b) These questions help reviewers determine the changes to the set of 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. |
| **4) Data Collection**  a) What *direct* and *indirect* methods did you use to measure student learning outcomes in your program/unit?  b) Is there any change in terms of program outcomes compared to the previous year? If so, what triggered the change? How has it been implemented? | a) Your program/unit determines how to collect evidence of student learning. 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.  b) These questions emphasize any changes your program/unit made to the range of direct and/or indirect methods used to assess student learning. If there are no changes in the data collection methods and procedures, this section will be the same as the last report. |
| **5) Data analysis and findings**  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?  b) If the case, have the reviewers’ recommendations from the previous year report been addressed? | 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.  b) If the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous report. |
| **6) Review of Findings**  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?  b) If the case, have the reviewers’ recommendations from the previous year report been addressed? | 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.**  b) If the case, specify how your program/unit has addressed the recommendations made by the review team based on your previous report. |
| **7) Follow-up actions:**  a) Based on your review of findings, what changes have been made to the curriculum, OR services, OR goals, OR student learning outcomes (choose all that apply) in your program/unit? Also, have any of these changes led to modification in the process of collecting and/or reviewing student learning assessment data?  b) If the case, have the reviewers’ recommendations from the previous year report been addressed? | **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 2023-2024** as a follow-up to the analysis of the student-learning assessment data. If not actions were taken, what was the rationale behind that decision?  b) If the case, specify how your program/unit addressed the recommendations made previously by the review team. |