

Reporting Assessment Results Annually

Annual assessment reports should include the following:

1. A separate table for each learning outcome assessed during the academic year. Each learning outcome should appear on its own page. The table should include
 - a) *Assessment measures/methods*. In this column, list the courses, assignments, projects, tests, questionnaires, and so forth that were used to measure the learning outcome. The information in this column should match what is in the department assessment plan.
 - b) *Target/Benchmark*. List the targets and benchmarks for the assessment given in the first column. The information should match what is in the department assessment plan.
 - c) *Results*. Show whether the target/benchmark was met or not met and provide relevant data. Brief comments about the results can be provided in this space if necessary.
 - d) *Action Taken*. List here the concrete steps the department intends to take in response to the results.

Template for reporting assessment results:

DEPARTMENT Learning Outcome #: Title

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
In this column, list the courses, assignments, projects, tests, questionnaires, and so forth that were used to measure the learning outcome. The information in this column should match what is in the department assessment plan.	List the targets and benchmarks for the assessment given in the first column. The information should match what is in the department assessment plan.	Show whether the target/benchmark was met or not met and provide relevant data.	List here the concrete steps the department intends to take in response to the results. Explanations can be included in the discussion section.

2. A brief narrative, discussion, or set of minutes from the meeting in which assessment was discussed. Discussion might center on such topics as
 - a) Interpretation of data.
 - b) Closing the loop. How well do actions taken appear to have helped improve student learning?
 - c) Reflections/observations about learning and pedagogy from faculty in the department: What appears to be working? How are students meeting challenges? What do students appear to be struggling with? (These reflections/observations might initially be sparked by assessment data, but they needn't be limited by the data.)
 - d) Rationale for planned action.
3. A notes page—only if necessary—to explain results and actions in detail.
4. Optional: Rubrics—only if new or revised—used in assessing learning outcomes mentioned in the report.

The annual assessment report *does not require*:

- a) Tables of results from previous assessment cycles. However, reporters may wish to include such information in the discussion/narrative section.
- b) Details of strategies: actual test questions or writing prompts, for example.
- c) Rubrics (unless they are new or revised).
- d) Samples of student work.
- e) Results from individual sections of the same course. Such information might be included in the discussion section if it is pertinent to actions.

Sample Annual Reports

What follows are two sample annual reports, one from the English Department and one from the Economics Department. The samples were constructed using the 2016-2017 annual reports filed by both departments. Those original sections are included in appendices.

ENGLISH

Learning Outcome #1: Write clearly and effectively for a variety of audiences, purposes and subjects

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
<p>Assessment 1 (direct):</p> <p>Writing in three majors classes:</p> <p>ENGL 241: assignment was an encyclopedia article</p> <p>ENGL 325: newspaper article</p> <p>ENGL 440: formal report</p>	<p>At least 70% of students earn a score of 2 or better on a 4-point assessment rubric</p>	<p>Target met in all three classes:</p> <p>ENGL 241: 86% scored 2 or better.</p> <p>ENGL 325: 100% scored 2 or better</p> <p>ENGL 440: 100% scored 2 or better.</p>	<p>Reaffirm commitment to scaffolding assignments as a way to strengthen our students' writing skills.</p> <p>Change the target for 300- and 400-level courses to 70% scoring a 3 or better.</p>
<p>Assessment 2 (indirect):</p> <p>Grades in three majors classes: ENGL 241, 325, and 440</p>	<p>Average course grade of C or better.</p>	<p>Target met in all three classes:</p> <p>ENGL 221: Ave. grade: 3.34</p> <p>ENGL 325: Ave grade: 3.93</p> <p>ENGL 440: Ave. grade: 3.53</p>	

ENGLISH
**Learning Outcome #2: Analyze and interpret texts critically,
 comprehensively, and convincingly**

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
Assessment 1 (direct): Writing in three majors classes: ENGL 201 ENGL 353 ENGL 395	At least 70% of students earn a score of 2 or better on a 4-point assessment rubric	Target met in all three classes: ENGL 201: 70% scored 2 or better. ENGL 353: 83% scored 2 or better ENGL 395: 100% scored 2 or better.	Take more care to ensure students don't take 200 and 201 courses out of order Change the target for 300- and 400-level courses to 70% scoring a 3 or better.
Assessment 2 (indirect): Grades in three majors classes: ENGL 201 ENGL 353 ENGL 395	Average course grade of C or better.	Target met in all three classes: ENGL 201: Ave. grade: 3.17 ENGL 353: Ave grade: 3.67 ENGL 395: Ave. grade: 3.59	

ENGLISH
Discussion

Outcome 1: The department was happy with these results, which all met the targets well. We reaffirmed our commitment to scaffolding assignments as a way to strengthen our students' writing skills. We also decided to change the target, as we have been meeting it quite well for the last few cycles. Going forward, we will leave the target at 70% scoring a 2 or over for 200-level courses, but move the target to 70% scoring a 3 or over for 300- and 400-level courses. Our thinking in taking

this action is that it will help to highlight weak spots in all levels of course work, so that our future actions taken based on assessment results will be as fruitful as possible.

Outcome 2: The department was largely happy with these results, as the 3 300-level courses were well over the target, as was the combined score of all of the classes assessed. We spent some time discussing the rather low 70% in Engl 201. The instructor, Dr. Lloyd, felt that some of the students were handicapped by not having had Engl 200 prior to this class. Although that is the ideal scheduling sequence, our low majors numbers have necessitated putting students in 201 ahead of 200 so that it will roster. We agreed that going forward, we would take more care to ensure students don't take the courses out of order, which might necessitate skipping 201 for a semester, pushing the course to the junior year for some students. We also decided to change the target, as we have been meeting it quite well for the last few cycles. Going forward, we will leave the target at 70% scoring a 2 or over for 200-level courses, but move the target to 70% scoring a 3 or over for 300- and 400-level courses. Our thinking in taking this action is that it will help to highlight weak spots in all levels of course work, so that our future actions taken based on assessment results will be as fruitful as possible.

ECONOMICS

Learning Outcome #1: Identify, analyze, and apply micro-economic principles

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
<p>Common exam question in ECON 112 on targeted microeconomic principles:</p> <p>a. on diminishing marginal utility</p> <p>b. on derived demand</p> <p>c. on competition vs. monopoly effects</p>	<p>75% of students respond correctly to each of the questions.</p>	<p>Results mixed:</p> <p>a. Target met on diminishing marginal utility question: 75.7% answered correctly</p> <p>b. No results listed for question on derived demand.</p> <p>c. Results just shy of target on competition vs. monopoly effects question: 68.6% answered correctly</p>	<p>Instructors will emphasize the negative effects of a monopoly on the equilibrium price charged in a market as well as the reduction of quantity supplied and sold in the long run.</p>
<p>Reflective journal entry in ECON 112 focused on identification, analysis, and application of micro-economic concepts</p>	<p>80% of students score 3 out of 5 points or better on journal entry.</p>	<p>Results just shy of target: 77.8% of students had 3 or above.</p>	<p>The instructor will spend more class time discussing the importance of using economic vocabulary terms when submitting reflective journal entries and more generally.</p>
<p>In ECON 371, questions in final exam focus on focused on: Identification, analysis, and application of micro-economic concepts</p>	<p>80% of students receive a grade of B or better on the final exam</p>	<p>Results short of target: 71.4% of students had 80% or above</p>	<p>The instructor will provide more opportunities for students to practice concepts being discussed in class.</p>

ECONOMICS

Learning Outcome #2: Identify, analyze, and apply macro-economic principles to domestic and global sectors

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
Common exam question in ECON 153 on specific microeconomic concepts: <ul style="list-style-type: none"> a. on opportunity cost b. on production possibilities frontier c. on definition of economics 	80% of students respond correctly to each of the questions.	Results mixed : <ul style="list-style-type: none"> a. Target met on opportunity cost question: 89.8% answered correctly b. Target not met on production possibilities question: 55.1% answered correctly. c. Results just shy of target on definition of economics question: 78.6% answered correctly. 	We will continue to emphasize to students the importance of being able to apply concepts associated with the Production Possibilities Frontier. While a discussion of the definition of economics happens at the beginning of every principles course, this concept will continue to be reviewed with students.
Final exam in ECON 372	80% of students receive a grade of B or better on the exam.	Target met : 91.7 % scored B or better.	

Discussion:

Outcome 1: Positive results for question *a* suggest that no significant change in the course content or structure is warranted. The second question was considered unsuitable assessment of the concept of derived demand and results are not considered trustworthy of communicating students' understanding of the concept of derived demand. Results for the third question are shy of the target but not surprising since this is always a difficult concept for students to grasp. Instructors will emphasize the negative effects of a monopoly on the equilibrium price charged in a market as well as the reduction of quantity supplied and sold in the long run.

In ECON 112, The instructor will spend more class time discussing the importance of using economic vocabulary terms when submitting reflective journal entries and more generally.

The fall 2016 section of ECON 371 was the first time the instructor had taught this course in many years (and the first time at this institution). She made changes to improve the course over the course of

the semester. In future semesters, the instructor will provide more opportunities for students to practice concepts being discussed in class.

Outcome 2: Target met for Opportunity Cost question and nearly met for Definition of Economics question, but not met for Production Possibilities Frontier question. While it was disappointing to see the relatively low percentages for two (2) of the multiple choice questions, significant class time was spent discussing the concepts and relevant review questions were given to students prior to the final exam. We will continue to emphasize to students the importance of being able to apply concepts associated with the Production Possibilities Frontier. While a discussion of the definition of economics happens at the beginning of every principles course, this concept will continue to be reviewed with students.

Students scored very well on the final exam in ECON 372. This metric was a good gauge of student retention of basic macroeconomic concepts and their ability to augment those concepts with more sophisticated approaches. Results do not suggest the need for any significant change in the course content or structure.