

Illinois Wesleyan University Student Learning Assessment

THE ASSESSMENT REPORT (approximately 5 -6 pages) - due on May 31st at the close of the academic unit's 1- to 3-year reporting cycle. Academic units are asked to address six topics (1-6, listed below). As with the Strategic Assessment Plan, throughout the report there should be a strong interlocking narrative among the parts. In other words, each piece should connect conceptually with every other piece—goals with mission, measures with goals, and feedback mechanisms with learning outcomes. Please refer to the [Guidelines for the Assessment of Student Learning](#) for a fuller description of each topic required in the Assessment Report.

Department Name: _____

Assessment Liaison _____

1. *Recounting the Assessment Cycle.*

Assessment Reports address assessment activities that were outlined in the Strategic Assessment Plan and reported on in Yearly Updates. List the relevant years for this assessment cycle and briefly summarize the academic unit's assessment activities during this cycle. Describe any modifications to the original assessment plan described in your Strategic Assessment Plan.

2. *Describe assessment measures that were used.*

Describe assessment measures that were used, including the specific student learning goals measured, and the classes and number of students, or percentage of majors and minors involved. For example: "Student learning goal 1: critical thinking. Pre-tests were given to 31 students in Introduction to Rocket Surgery 101. These results were compared to results of the same tests given to 13 students in Advanced Rocket Surgery. Exit surveys were given to all graduating seniors with 12 out of 15 responding." If tests were administered or a rubric was used, please provide a copy in an appendix at the end of your report.

3. *Summarize the data/results from your measures.*

Provide a summary of data/results from measures used by your academic unit. Summaries may include quantitative and/or qualitative data. *Please do not send completed papers, exams, surveys, etc.* Your academic unit can keep files of these as it sees fit. Once these instruments have been evaluated and the necessary summary has been made, your academic unit may keep or destroy them, as is deemed appropriate, bearing in mind the need to maintain confidentiality.

4. *Describe the process by which you evaluated your data.*

Academic units are urged to reflect on the findings from the measures, and on the methods and standards used to reach conclusions. Once the data were gathered, how did your academic unit go about sharing and analyzing the data? What methods, subjective or objective, did your academic unit use to assess your findings? A common subjective method is conversation among an academic unit's faculty. You might report details about that conversation, such as the following: Was it a retreat or a meeting set aside for this purpose? Who was involved? Were all members of your academic unit involved, and was anybody in addition to members of your academic unit involved? When did it take place? Commonly, objective measures involve statistical analyses of tests administered – some description of the method should be provided. Who performed this analysis? Using what tools?

5. Describe what you learned as a result of the evaluation process.

A feedback mechanism is some systematic way for an academic unit as a whole to reflect and act on the results of the assessment measures of student learning. Examples typically include retreats or other meetings in which assessment is addressed in a structured discussion. Developing this report also can be considered a feedback mechanism, and it should be shared with departmental faculty for their information and approval, especially when it includes programmatic changes.

What was the substance of your academic unit's evaluation process? What did your academic unit learn as a result of engaging in the process? It is important to demonstrate that your academic unit has examined thoroughly the data gathered and has thoughtfully analyzed how the data compare to the academic unit's curricular goals. The evaluation should not just state conclusions, but should describe the results of the various study measures as well as the implications of the results—do students meet your academic unit's learning goals?

An academic unit may find gaps or other inadequacies in its assessment methods. It is appropriate to note those conclusions here and make recommendations for future assessment practices. In this way, the Assessment Report will serve as a useful record of how your Strategic Assessment Plan is evolving.

6. What does your academic unit plan to do with the information it has evaluated?

Closing the feedback loop is essential. Please describe exactly what it is your academic unit has done to factor what it learned back into the curriculum, including co-curricular programs. Did the results of your academic unit's analysis confirm the achievement of its goals? Or did the results suggest there are ways your academic unit can improve reaching those goals?

In particular, report any necessary changes, the changes (large or small) that have been considered, and any changes that will be implemented as a result of data. If these changes will require resources beyond what your academic unit can provide, indicate what your academic unit anticipates needing and where it will seek these resources. For example, changes may require faculty development opportunities and initiatives, or the procurement of new resources or personnel. If no changes are planned, briefly describe how the data suggest this as an appropriate course of action. This should lead to a thoughtful review of the goals and methods used, keeping in mind that as an institution we strive for continual improvement.

Provide a summary of your Assessment Report.

In approximately 200-300 words, summarize your Assessment Report: state the learning goal(s) measured; state the type(s) of measure(s) used; summarize the data; describe the evaluation of the data; describe what was learned from the evaluation process; and describe what your academic unit has done or plans to do with the information and insights gathered from the assessment activities of the last cycle.

Sharing the results of assessment with appropriate constituencies, including students, is a vital part of closing the assessment feedback loop. Posted on an Assessment Committee website, this summary may serve as a key component of an academic unit's public reporting of assessment activities and outcomes. While the summary must accurately summarize the Assessment Report, it also provides academic units some flexibility in terms of how the Report is presented to relevant constituencies.