

**Assessment Report for GSU Educational Programs
2016-2017 Assessment Cycle**

Long Report Instructions

January 2017

Please complete an assessment report for your program using the long report template. Long reports are due on May 1, 2017. You may use as many pages as necessary. Reports should be uploaded either as Word or PDF documents in the GSU Student Learning Outcome Assessment Platform (SLOAP at sloap.gsu.edu – see separate instructions).

Because we expect programs to focus on evaluating existing assessment data during the long report year, assessment data collection is optional during a program's long report year. If the program collects data during the 2016-2017 academic year that is not analyzed in the report, you should report that data separately in a short report early in the fall semester (September 15). Only assessment findings that inform this report's analysis and action plans should be included in this report.

Program Mission and Student Learning Goals

Describe the purpose and goals of the educational program with regard to student learning. **New in 2017: Briefly describe how the program mission and goals support or relate to the GSU [mission statement](#) and/or [strategic plan](#).**

Student Learning Outcomes/Objectives (SLOs)

List and number all of the program's SLOs. A proliferation of SLOs is discouraged, but include all that are deemed important to the program. The breadth of the program's mission and learning goals should be reflected in the SLOs. Place an asterisk next to each SLO for which findings are available for the last two to four years and on which the following analysis is based.

SLOs typically concern (1) knowledge and understandings, (2) skills, competencies, and abilities, or (3) attitudes, values, and dispositions that students are expected to acquire through the program, and they should be consistent with the mission statement. They should be specific, measurable, student-centered, and stated with clarity, using precise verbs. For further guidance, see [Writing Meaningful Student Learning Outcomes](#) on the [Assessment website](#).

Program Learning Opportunities

Describe where in the program students are provided opportunities to learn, practice, reinforce, and/or master each of the SLOs. All SLOs should have specific classes and/or educational activities linked to them. A curriculum map or matrix can provide an effective visual summary and may be included with the report. For more information, see [Ensuring Learning Opportunities](#) on the [Assessment website](#).

Assessment Methods and Targets

List all of the assessment methods or instruments used, assigning each a letter (e.g., A, B, C, etc.). For each method, indicate which SLO or SLOs the method is used to assess (e.g., 1,3,5) and provide the desired results (e.g., targets, standards, benchmarks, etc.) established for each SLO that is assessed by that method. A method may be used to assess more than one SLO, and each SLO may be assessed by more than one method, but at least one direct method (e.g., tests, essays, presentations, teaching observations, theses, etc.) should be used for each SLO. Course grades may not be used.

For each method, describe (1) the assignment or activity that is assessed, (2) where in the program the assessment occurs, (3) the students who are assessed, and, where it is not obvious, (4) the means of assessment, such as a rubric. In addition, the data collection process should be made clear. More detailed descriptions of each method, such as the instructions for an assignment or the rubric used to assess the assignment, may be appended to the report or uploaded as separate documents in SLOAP.

Targets should challenge students but also reflect varying levels of student ability. They should be consistent with the rubric or other measurement devices used to assess each SLO. An explanation or justification for the choice of targets should be provided whenever possible.

Assessment Findings

For each assessment method and SLO assessed, summarize the data collected and principal findings. Long reports typically include all data and findings from the previous two to four years. (Data collected during the long report year but not analyzed in the current long report itself may be reported in a separate short report not due until the early fall.) Please use the following convention: finding A1 refers to Method A and SLO #1, finding B3 to Method B and SLO #3, etc.

The findings should relate directly to the SLO and the desired results, and they should provide information that is potentially useful for informing program improvements. More detailed descriptions, such as charts and tables, may be attached to the report or uploaded as separate documents in SLOAP. The findings should not include any individually-identifiable student data.

Analysis of Assessment Findings

As appropriate, discuss the significance of the findings in light of the desired results, findings from previous years, recent changes in the educational program or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? (2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? **Of particular**

importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.

Sharing and Discussion of Assessment Findings

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the educational program and/or the assessment process.

Use of Assessment Findings for Program Improvement (Action Plans)

Describe any changes in (1) the educational program and/or (2) the assessment process that are planned in response to the assessment findings. Be as specific as possible with regard to the nature and timing of the changes to be made as well as their linkages to the assessment findings. Also, briefly summarize the status of previous years' action plans. Are they complete, still being implemented, on hold, or some other status?

Supporting Documents

List any documents, such as curriculum maps, descriptions of assessment methods, rubrics, detailed assessment findings, etc., that are appended to the report or uploaded separately in SLOAP.

Congratulations! Your report is complete. Thank you for your important contributions to the processes of student learning assessment and program improvement.