Assessment Report for GSU Educational Programs
2016-2017 Assessment Cycle

Short Report Instructions
December 2016

Please complete an assessment report for your program using the "short" report template. Short reports are due on September 15, 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).

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 that was assessed in the current year; each SLO need not be assessed every year.

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 align 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.

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 <u>not</u> 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 attached 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. Short reports need include only the findings from the current year. (Data collected during the long report year but not analyzed in the current long report may be reported in a separate short report.) 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 <u>not</u> include any individually-identifiable student data.

Supporting Documents
List any documents, such as curriculum maps, descriptions of assessment methods, rubrics, detailed assessment findings, etc., that are attached 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.