

Assessment Reports: Departmental Majors
Documenting Your Assessment Process: Guidelines for Submission

Due October 1, 2008

Progress Report

In this year of our Periodic Review, the Middle States Commission on Higher Education will be closely examining our progress in assessing student learning outcomes since our site visit to determine if we have moved beyond our initial “planning to plan” stage and have established a “culture of assessment”.

Thus it will be helpful for us to have a general idea of assessment activities you are engaged in and which you will be including in your March 2009 assessment report. This one-page summary should briefly describe any assessment you have completed since your last report and any you are currently doing or planning to do by January 2009. The March report will then contain a more detailed explanation according to the format below.

Due March 1, 2009

Assessment Report

The following is a suggested assessment report format.

MAJOR:

DEPARTMENT CHAIR:

DEPARTMENT FACULTY TEACHING MAJOR COURSES:

1. Mission of the Major

Clearly articulate the mission of the major.

2. Student Learning Outcomes Assessed in this Cycle

List the learning outcomes that your department assessed during this cycle. Although many major programs have 15 or more student learning outcomes, it is advisable to focus on only one or two outcomes during each cycle. Your faculty should carefully write and frequently review the outcomes for your major program; MSCHE requires that learning outcomes are of sufficient rigor for a higher education institution.

3. Assessment Process Completed

Briefly state and explain the assessment process(es) which you have implemented.

- a. Explain the method(s) used to measure the achievement of one or more of the learning outcomes for your major.
- b. State the results obtained.
- c. Detail how these results were shared and reviewed: meetings and attendees, discussion summary, conclusions reached.
- d. Describe the outcome of the process: appropriate decisions reached and improvements to be made in curriculum and pedagogy. **These must be changes motivated by assessment results.**

4. Evaluation of the Assessment Process

Evaluate the assessment process completed in this assessment cycle, stating advantages and disadvantages of procedures used, problems encountered and possible resolutions. Revise those parts of your assessment plan which were ineffective or impractical. Consider assessing additional learning outcomes from your list. Add elements which will help you to assess whether your major program is achieving the student learning outcomes desired.

5. Assessment Process for the Next Cycle

Briefly explain the assessment process you will be following for your next assessment cycle.

Assessment Information/Resources on CCC's Institutional Research Web Page

<http://www.cedarcrest.edu/ir>

Assessment Methods Reported in March 2008

Assessment Reporting for AY 08-09

MSCHE Periodic Review

MSCHE Publication: Assessing Student Learning and Institutional Effectiveness

Graduate Program Assessment Template

Various assessment methods you may wish you consider