**Assessment Report Resources from the FDC, 4/29/13 (revised 8/11/14)**

Below is a template that you may find useful as you prepare department assessment reports. It provides a streamlined way for you to keep track of your assessment measures, their results, and the changes you plan based on those results. This template is adapted from Barbara Walvoord’s *Assessment clear and simple: A practical guide for institutions, departments, and general education*. 2nd Ed. (pp. 76-77). San Francisco: Jossey-Bass, 2010.

**Department Assessment Report (specify undergraduate, graduate, or certificate program)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section 1: Learning Goals for Majors (or Masters Students, Ph.D Students, etc.)**

[Example]

1. Demonstrate critical thinking skills in discipline

2. Write coherent, convincing argument in the discipline

3. Follow appropriate citation conventions in the discipline

And so on…

**Section 2: Measures and Use of Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measures** | **Goal 1** | **Goal 2** | **Goal 3** | **Use of the information** |
| [Example] Performance on key questions related to program goals on final exams in specific courses (sample only in large courses) | x |  |  | [Example] Instructors report results to department annually. Department supports and encourages the instructors, takes any appropriate department-level actions, and makes a report to Dean. |
| [Example] Performance on final paper in capstone course scored with rubric (sample only in large courses) | x | x | x | [Example] Senior capstone instructor(s) share students’ rubric scores with department. Department takes action as above. |
| [Example] Students take exit survey in which they are asked how well they thought they achieved the program goals | x | x | x | [Example] Data reviewed annually for action as above. |

**Section 3: Actions Taken Based on Assessment Data**

This section outlines the changes taken to address the issues identified in the process above.

**Section 4: Outcomes from Interventions Taken Based on Assessment Data (if applicable)**

This section includes the results derived from the changes made in section 3 (gathered during the next cycle of assessment of student learning outcomes).

**Section 5: Assessment of Sample General Education Course(s) (if applicable)**

**Chart for Reporting Assessment Results for UMBC General Education Courses\*\***

|  |  |  |
| --- | --- | --- |
| COURSE XXX | Functional Competency #1 | Other Competencies🡪 |
| Course-specific goals linked to FC |  |  |
| How do you assess or measure achievement of those goals? |  |  |
| What did you find? |  |  |
| Changes proposed based on assessment results |  |  |

\*\* Suggested by Barbara Walvoord during a consultation at UMBC

**Optional Section 6: Recommendations for Improving Assessment Processes**

This section outlines any proposed changes to the assessment process to increase the plan’s usefulness in providing needed information.