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THE COLLEGE OF

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**WOOSTER**

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**Guidelines for Assessment**

**Academic Departments & Programs**

**Academic Affairs & Support Offices**

**Institutional Offices**

**Assessment Committee**  
**Office of Institutional Research, Assessment, and Planning**

**October 2008**



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## ACKNOWLEDGMENTS

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## **STATEMENT OF PURPOSE**

The College of Wooster has two primary purposes for assessment of student learning. First, a program in assessment monitors how well the College is fulfilling its mission, including how successfully the College is achieving the general education requirements established in *A Wooster Education*; how well each academic department and program is meeting its student learning goals; and how effectively academic support units are assisting in attaining student learning goals. Second, a program in assessment ensures that there are well-defined feedback processes, which include budgeting and resource-allocation processes, based upon the use of data-driven decision making, to improve student learning in the general education curriculum and in the majors and minors.

Assessment at the College of Wooster is guided by the:

### **9 Principles of Good Practice for Assessing Student Learning (AAHE)**

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

## INTRODUCTION

The *Guidelines* are intended to serve as an evolving resource for faculty, staff, and administrators as they assess student learning outcomes and supporting goals in departments, programs, and offices across campus. The College of Wooster's *Guidelines for Assessment* includes:

- a timeline for new academic departments and programs, and academic support and academic affairs departments to develop assessment plans,
- a timeline for the Assessment Committee to review plans with student learning goals and provide feedback to departments and programs,
- a description of the four-step process of completing assessment plans,
- examples of the components included in each step of the assessment plan,
- examples of goals and measures **not** related to student learning,
- questions that the Assessment Committee will ask when reviewing each step of the assessment plan (with student learning goals),
- a copy of the annual assessment report template due the first Monday of October,
- examples of draft forms of assessment plans from academic departments and academic affairs and academic support departments of The College of Wooster,
- a list of books, websites, newsletters, journals, and a listserv that are helpful assessment-related resources, and
- names and telephone extensions of Assessment Committee members to contact as resources.

These guidelines are posted on The College of Wooster's Assessment website at: <http://www.wooster.edu/assessment/> .

The Assessment Committee has been involved in the review of assessment plans for academic departments and programs since the fall of 2006. The Committee will also review and provide feedback on aspects of assessment plans that relate to student learning goals for academic affairs, academic support, and other departments and programs.

The Assessment Committee has identified components for academic departments and programs to include in their assessment plans and reports. These components and the structure of the integrated assessment plan have been adopted for other departments, offices, and programs of the College. The timeline that had been established by the Assessment Committee for academic departments and programs has also been adopted for academic affairs and support departments and programs. Annual reports are due from academic departments and interdisciplinary programs beginning in the fall of 2008, and from academic affairs and support departments beginning in the fall of 2010. A pdf version of the annual assessment report form can be accessed online at:

<http://www.wooster.edu/assessment/DOCUMENTS/AAR%20Template%20FINAL.pdf> .

If you prefer a Word version, please email the Director of Educational Assessment.

## ASSESSMENT TIMELINE

Table 1 provides the timeline for new departments and programs and academic affairs and support departments to develop assessment plans. The table also provides the timeline for the Assessment Committee to review and provide feedback to departments and programs on the four components of their assessment plans that relate to student learning goals. Due dates for departments and programs are the dates they should provide the Vice President of Academic Affairs with the specific component of their plan. Due dates for the Assessment Committee are the dates the Committee will be required to return documents with feedback to departments and programs. Departments may turn in components earlier than the due dates, and the Assessment Committee will provide feedback within three weeks. The components described below are the minimum expectations of departmental and program assessment plans. (Please note that if these dates fall on a weekend or dates when classes are not scheduled, the due date will be the next date for which classes are scheduled.)

Table 1

<b>The College of Wooster Academic Year Timeline Development of Departmental/Program Assessment Plans</b>		
Due Dates		Four-Step Assessment Plan Process
Department to submit to VPAA	Assessment Committee to submit to Department	
Nov 14	Dec 8	I. Mission Statement and Goals
Feb 2	Feb 23	II. Methods of Assessment
Mar 27	Apr 17	III. Feedback Mechanism
Apr 29		IV. Integrated Assessment Plan

NOTE: If these dates fall on a weekend or dates when classes are not scheduled (e.g. holidays, breaks, etc.), the due date will be the next date for which classes are scheduled.

## **ASSESSMENT PLANS – *Four-Step Assessment Plan Process***

*Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning. (Walvoord, 2004)*

### **Characteristics of an effective assessment plan:**

An effective plan will:

- start with the department or program's mission statement and relate to the College's mission statement,
- build upon the department or program's goals or learning outcomes,
- involve more than one type of measure,
- be developed and implemented by faculty and/or staff within the department or program,
- address real concerns that faculty and/or staff may have about student learning or the support of student learning within their departments or programs,
- be used to improve student learning or the support of student learning, and
- include a well-developed feedback loop so that improvements can be implemented.

## **I. MISSION STATEMENT & GOALS**

- ✓ Clearly articulate a mission statement and the goals of student learning or in support of student learning for your department or program.

*Due Dates:*

November 14, 2008: goals due from departments and programs to VPAA office.

December 8, 2008: comments due from Assessment Committee to departments and programs.

*Assessment (Committee) Review Questions:*

- Are the goals clearly articulated?
- Are the goals related to student learning in the department or program?
- Can the goals be assessed or measured?

### **A. Mission Statement**

The mission statement is a concise statement of the general values and principles that guide the program/curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives; it is also a statement of program vision. It defines the very broadest program/curricular principles and describes the larger context in which more specific program/curricular goals will fit.

Program mission statements should be consistent with the principles of purpose set forth in the College's mission statement. A good starting point for any program mission statement is to consider how the program mission supports or complements the College's mission/statement of purpose/strategic goals. The program mission statement serves as a link between departmental goals and objectives on the one hand, and the College mission on the other.

The program mission statement should:

- define the broad purposes the program is aiming to achieve,
- describe the community the program is designed to serve,
- state the values and guiding principles which define its standards, and
- support the mission statement and statement of purpose of the College.

In the initial stages of mission and goals development, a rough listing of several primary, broad purposes of a program, and how the program fits into the larger mission and goals of the College, might be helpful preparation for moving on to first approximations of program goals.

***Links to The College of Wooster's:***

- mission statement: <http://www.wooster.edu/plan/Plan2.php>
- statement of purpose: <http://www.wooster.edu/plan/Plan3.php>
- strategic plan: <http://www.wooster.edu/plan/default.php>

***Questions to Consider in the Development of a Program Mission Statement:***

1. What are the general values and broad principles that will guide the program?
2. Whom will the program serve, and how?
3. In what specific ways is the program mission consistent with the College's mission, statement of purpose, and strategic plan?
4. Does the program mission statement serve as a link between the College's mission statement and the program goals?

***Examples of Mission Statements:***

*“The Office of Intercultural Advancement is dedicated to creating a diverse and culturally-enlightened community based on mutual respect and understanding. We believe that for students to grow cognitively and effectively, we must provide a diverse environment which fosters critical dialogue and reflection while valuing and appreciating differences.”*  
(Gettysburg College)

*“The primary purpose of the Nursery School is to provide an enriching environment that promotes the optimum intellectual, social, emotional, and physical development of each child entrusted in our care. Great importance is placed for every child to develop a positive self-concept, which enhances his or her ability to learn. Children's play is highly valued as essential for their development. The School works closely with the College community, faculty and students. We strive to provide quality field experience to all students and offer resources for Independent Study projects. We present a valuable link for Wooster Families to experience the diverse offerings at the College. (The College of Wooster)*

*“The primary purpose of the Office of Academic Advising is to assist students in the development and implementation of their educational plans. To this end the Office of Academic Advising subscribes to the philosophy of developmental advising; advising is a cooperative effort between advisor and student that consists not only of course planning and selection, but the development of the person as a whole. This includes the selection of career and life-long goals.” (University of La Verne)*

*“The Department of Music of The College of Wooster provides students with sound, thorough training in performance, music theory, and music history and literature. No matter which degree the student seeks—whether the B.A. in Music, the B.Mus.Ed. in Public School Teaching or Music Therapy, or the B.Mus. in Performance, Theory/Composition, or History and Literature—the Wooster music major should be well prepared for a lifetime of participation in, and deep appreciation of, music. Depending on the degree, the Wooster music major should also be well prepared to teach music in public and private schools or in private studios; to utilize music as a therapeutic tool for clients with a variety of emotional, physical, and developmental needs; and/or to continue study at the graduate school level.” (The College of Wooster)*

## **B. Student Learning, Learning Support, and Other Goals**

Learning goals are broad statements of the desired long-term outcomes of the curriculum or program. They are derived from the mission statement and are logical outgrowths of it. Learning goals describe in general terms the achievable knowledge, skills, attitudes and values that a department or program expects students to develop as a result of being a student at The College of Wooster.

What are the differences among goals, objectives, and outcomes? Think of what your students should be able to do or know or believe that would demonstrate what they have learned – this refers to an outcome. Goals and objectives are broader statements of what departments and programs want students to achieve. Goals often include objectives, which are more specifically defined than goals.

Don't concentrate on the differences in the meanings of goal, objective, and outcome; instead, concentrate on determining what the outcomes should be and what evidence will demonstrate those. After you have developed your goals, you may want to revisit the language in your goals as you begin to develop measures for these goals. Often opportunities for even greater specificity arise.

***Examples of developing measurable outcomes:***

**Example 1**

Step 1: Students will be able to *write a research paper*.

Step 2: Students will be able to write a research paper *in the appropriate scientific style*.

Step 3: *At the end of their field research*, students will be able to write a research paper in the appropriate scientific style.

**Example 2**

Step 1: Each student will be able to function as a team member.

Step 2: Each student will *reflect upon his or her contributions* to a team effort.

Step 3. Each student will reflect upon his or her contributions to a team effort, ability to accept other team members as resources, and willingness to accept compromise if required to achieve a team goal.

The language becomes more specific following each iteration. The *verb(s)* chosen will help you focus on what you assess.

***Questions to Consider in the Development of Goals:***

1. What are the goals of your curriculum in terms of student learning or in terms of supporting student learning?
2. Are these goals aligned with the mission statement of your department or program?
3. Can the goals be measured or assessed?

***Examples of student learning goals for academic departments or programs include:***

*Students should be able to identify and explain the connections of Africana Studies to the historic and contemporary experiences of peoples of African descent. (The College of Wooster, Africana Studies Department)*

*Students should be able to demonstrate application of ethical principles of research in psychology. (The College of Wooster, Psychology Department)*

*By the completion of their studies, Wooster's music graduates should be able to practice and learn music effectively independently of a teacher. (The College of Wooster, Music Department)*

**Examples of goals for academic affairs or support areas:**

International Program Office, The College of Wooster

**C) Personal Development and Intrapersonal Understanding**

*By confronting personal values and beliefs with those different from their own, students should become more independent and confident with who they are, and more aware that their personal background and belief system is just one of many equally valuable systems in a complex society.*

*Students should:*

- *develop an interest to serve the global and local communities and understand and feel that they are a part of them.*
- *be able to understand where their own values interfere with an ability to accept others' actions or values.*
- *understand that their own cultural backgrounds have strengths and shortcomings.*
- *feel proud of their ethnic, cultural and social roots.*
- *feel confident discussing personal values and beliefs with others.*

Residence Life, Augsburg College

<http://www.augsburg.edu/reslife/guidebook/?url=content/mission.htm>

- *To provide safe, well-maintained facilities that are designed to accommodate the changing needs of our student population and support the program objectives of the department and college.*
- *To provide a residence life staff that encourages a positive living learning environment, supports students in making a successful transition to the college community, and assists students in accessing campus resources.*
- *To offer a residence life program which provides students with academic support and enhanced opportunities for personal growth and learning in a community that promotes the development of life skills, citizenship, leadership, responsibility, and spirituality.*

- *To offer an environment that celebrates diversity by bringing students together in a community where differences are respected and where the common goal is learning.*

Entrepreneurship for the Public Good, Berea College, Berea Kentucky  
<http://www.berea.edu/epg/>

*The goals of the Entrepreneurship for the Public Good program are to engage Berea College students in entrepreneurship and leadership activities in order to enable them to:*

- *explore theoretical and practical approaches to entrepreneurship for the public good in the context of economic development in Appalachia and beyond;*
- *identify and seize new entrepreneurial opportunities;*
- *develop and build leadership skills;*
- *prepare for professional careers with a purpose; and*
- *add value to small businesses and nonprofits in the region.*

Second Level Library Instruction Goals, Lafayette College  
[http://library.lafayette.edu/instruction/instruct\\_mission](http://library.lafayette.edu/instruction/instruct_mission)

*Students working in their major or minor will be introduced to specialized resources in a field of study, gain advanced understanding of the scholarly communication process, and learn additional strategies for using the World Wide Web as a research tool.*

### ***Scholarly Communication***

*Students will learn the following:*

1. *How new information is produced, reviewed, and disseminated in a field.*
2. *How certain factors affect the value of information in a field, e.g., author's credentials, publisher's reputation, number of times cited in literature.*
3. *How "primary sources" are defined in a field and why scholars use them.*
4. *What constitutes ethical use of scholarly resources.*

### ***Examples of department- or program-related goals:***

*Students will present original research at a regional or national conference in our field.*

*One of our departmental goals is to hire the best faculty in our field or the best staff in our program area.*

*Our department will increase the number of students exposed to concepts in our field by increasing the number of both majors and non-majors.*

*Our office will help first-generation college students succeed in academic and co-curricular areas.*

*Our program will provide opportunities for academically strong students to be challenged beyond the ordinary classroom experiences.*

The above goals may be valid program goals for a department or program, but they are not student learning goals.

## **II. METHODS OF ASSESSMENT**

- ✓ Define one direct and one indirect measure specifically related to at least one student learning goal, one learning support goal, or a program goal, and develop or identify a.) the tools and instruments for the measures and b.) a matrix of the measures and goals to which they are linked.

*Due Dates:*

February 2, 2009: measures and tools/instruments due from departments and programs to the VPAA office.

February 23, 2009: comments due from Assessment Committee to departments and programs.

*Assessment (Committee) Review Questions:*

- Are the measures tied to a specific goal(s) of student learning?
- What measures have been developed? Are they direct, indirect or non-measures of student learning goals?
- Are the measures clearly defined?
- Will the measure(s) sufficiently assess the goal(s) to which they are tied?
- Are the measures valid, or can they be tested for validity? Are they measuring what you hope they are?
- Are the measures reliable, or can they be tested for reliability? Are they consistent measures?

### **Direct and Indirect Measures**

Direct measures of student learning directly evaluate student work. Indirect measures of student learning include asking students or alumni how well they thought they learned, or employers how well graduates were prepared. Generally, indirect measures of student learning are inadequate measures of student learning by themselves. Evidence includes qualitative as well as quantitative information.

As you develop your methods for assessment, consider the following factors that may influence the types of methods you choose:

- compliance with the Family Educational Rights and Privacy Act (FERPA) <http://orientation.wooster.edu/ferpa.pdf>
- need for human subjects research review <http://www.wooster.edu/psychology/hsrc/>
- use of data that are already available or being collected – see the document, College of Wooster – Institutional Survey and Assessment Projects.

*Examples of direct measures include:*

An electronic or paper **portfolio** documents progress toward a goal. It can be used to assess a variety of learning outcomes and provides an opportunity for reflection by the student. Faculty, staff, and other students could provide feedback on the portfolio. The learning portfolio itself is not an assessment measure; it requires a systematic method of assessment. The Education Department has an electronic portfolio from which it assesses all of its learning goals; the Spanish Department has begun a paper portfolio of its majors and has a rubric to assess the contents of the portfolio. Many other departments are developing or are interested in developing student portfolios and methods of assessing them.

**Standardized tests** tend to be generic and may not be well focused on your department or program's specific learning goals, skills or competencies. If this is the case, they should be used in combination with other measures. The Chemistry Department, Biochemistry and Molecular Biology Program, and Psychology Department administer or have administered standardized tests.

**Locally developed tests**, if designed carefully and administered to a good sample of students, may produce highly targeted and useful results. The Biology Department has developed a pre- and post-test for its introductory students and its majors.

A **rubric** is an explicit summary of the criteria for assessing a particular piece of student work with levels of potential achievement for each criterion. Rubrics result in assessments that are more detailed than a single grade. There are several types of rubrics, including generic or task-specific and holistic or analytic. Faculty and staff at the College have developed several rubrics: critical writing, critical and creative thinking, departmental independent study, course-embedded rubrics, etc.

**Licensure, certification, or professional exams** may be direct measures if the evidence from these is related to your student learning goals or learning support goals and supplemented with evidence from other direct measures.

**Essay questions** may be blind scored by faculty across a department or several departments.

***Narrative/Journaling*** provides students with an opportunity to be reflective. Journaling and narratives can be analyzed with a rubric or by content analysis. Journaling and narratives may also demonstrate critical thinking, creativity, and writing skills.

***Qualitative internal and/or external juried review*** of student's work may be a direct measure relating to your defined goals.

***Externally reviewed exhibitions and performances*** in the arts can be a direct measure as long as a learning goal(s) is included in the review. Employers may ***externally review*** performance of internships based on stated learning or program goals.

***Visual data collection*** of images can provide much relevant detailed data.

A selection of representative ***case studies*** and their analysis may serve as a direct measure.

***Content analysis*** may also be an appropriate direct measure that is used to classify themes from qualitative data, which can then be quantified.

***Checklists*** can be used to identify activities or actions that have taken place. Checklists can be particularly useful when you know that in your field or program if students complete a, b, and c that they are likely to succeed.

*Examples of indirect measures include:*

***Senior exit surveys and other surveys of students, alumni or employers*** are indirect measures and may be used to supplement direct measures. A majority of academic departments and programs have developed senior exit surveys. There are also a host of institutional surveys and locally developed surveys for specialized projects that may already provide valuable information related to the goals of your departments and programs.

***Interviews of seniors, graduates, or alumni*** and ***focus groups*** may provide evidence for your learning goals and learning support goals. These may be conducted prior to employing your direct measures to inform the development of direct measures, or may be administered after gathering and summarizing the data from your direct measures in order to provide contextual information.

***Graduate follow-up studies and job placement*** data may also be used as indirect measures related to goals.

*Examples of measures not directly related to student learning goals include, but they may be program or department measures:*

- program/curriculum review reports
- evaluation reports of individual programs submitted by program-specific and specialized accrediting agencies, visiting committees, or committees of external peer experts
- faculty publications and other faculty recognition
- the kinds of courses or majors that students select, including course enrollments and course profiles
- faculty/student ratios
- the percentage of students who study abroad
- enrollment trends
- the percentage of students who graduate with the baccalaureate in five years
- the diversity of the student body
- course grades and GPAs

### **III. FEEDBACK LOOP**

✓ Describe your plan for a feedback loop in which your department or program will engage in the future.

*Due Dates:*

March 27, 2009: description of the feedback mechanism is due from departments and programs to VPAA office.

April 17, 2009: comments due from Assessment Committee to departments and programs.

*Assessment Committee Review Questions:*

- What feedback mechanism has the department or program developed?
- Will the feedback be sufficient?
- To whom will action items be communicated?

The feedback loop component of the assessment plan has one section. It includes a statement about the plan for a specific and systematic approach for including a description of action items related to the assessment plan or to the improvement of student learning or the program, the resources needed to carry out the change, and the people, departments, or programs that should be notified because they may be directly or indirectly impacted or they may provide resources for the change(s).

***Questions to Consider in the Development of a Feedback Loop:***

1. What is your feedback mechanism/loop?
2. How have you factored what you learned from your assessment back into the curriculum or program?

3. What other offices within the institution should receive your action items?

***Examples of a feedback loop:***

*Statement of plan for specific and systematic approach for including feedback mechanism as part of International Relations Program assessment process:*

*The assessment data from the direct (Independent Study rubric completed by the readers of the thesis) and indirect measures (Senior exit survey) will be collected at the end of the academic year for graduating majors. This data will be prepared over the summer or early fall for an annual meeting of the International Relations Curriculum Committee early in fall semester. Minutes will be kept as a record of this meeting. The committee will use this meeting to carefully review the assessment data analysis and to identify potential initial action items needed to address these findings. When appropriate, the committee will initiate further meetings across the academic year in order to design appropriate full actions to be implemented to address the assessment findings. If there are no major findings regarding changes that need to be implemented, then the established assessment approach will continue, and this will serve as the appropriate action item.*

*This process will operate in careful communication with related bodies on campus as needed-- including the Educational Policy Committee for curriculum concerns, the library and Instructional Technology for academic support, the International Programs Office for study abroad programs, the language departments (Chinese, French, German, Russian, and Spanish), and the contributing home departments to the major (Economics, History, and Political Science)- and the conclusions regarding action items will also be communicated to these related bodies when appropriate. (The College of Wooster)*

**Academic Advising Center**

*The data collected for the assessment of the Academic Advising Center will be collected and analyzed at the end of each semester. There will be an annual meeting dedicated to assessment with the staff of the Academic Advising Center, the Provost, and other associated faculty, staff, and administrators. Findings and plans to improve the program or alter the assessment of the program may be shared with the Writing Center, the Math Center, the Learning Center, International Programs, Career Services, Student Affairs, and other college constituents.*

## IV. INTEGRATED ASSESSMENT PLAN

- ✓ Submit assessment plans with a description of the four components – mission statement and goals, methods of assessment, and the feedback loop; the tools or instruments used to measure goals; and a matrix of student learning goals and measures.

*Due Dates:*

April 29, 2009: integrated assessment plan due from departments and programs to the VPAA office.

*Assessment (Committee) Review Questions:*

- Does the final assessment plan have:
  - a description of the four components (mission statement and goals, measures, and feedback loop),
  - the tools or instruments used to measure goals (at least one direct and one indirect measure for at least one goal), and
  - a matrix of goals and measures.
- Does the final assessment plan provide a description of how the department or program will proceed with ongoing assessment?

The integrated assessment plans include all of the components of your departmental or program assessment plan, and any revisions that you have made during the plan development process throughout the academic year. You may also include a curriculum map of courses/functions/responsibilities and goals, as well as any other supporting documents.

## ANNUAL ASSESSMENT REPORT

*Due Date:* Annual assessment reports of academic departments and interdisciplinary programs are due to the VPAA Office by the first Monday in October. Annual assessment reports of academic affairs and academic support areas are due to the VPAA Office by the second Monday in September.

The template for the annual assessment report can be found on the assessment website at: <http://www.wooster.edu/assessment>.

The two-page report has 7 sections. The first page requests information on 4 sections:

1. **Student Learning or Supporting Goals:** List the learning goals that your department or program addressed in your assessment efforts from the previous year. Your department may have developed a comprehensive set of 8 or 10 learning goals, and your assessment may have focused on 2 or 3 goals. Please identify only the learning goals upon which your department focused, not the comprehensive set.

The next three sections of the report – measures used, results, and feedback – refer to each specific learning goal that was addressed in your assessment.

2. **Measures Used:** For each learning goal describe the direct and indirect measures that were used to assess the goal and the pertinent information about the measures, which may include number of students, sample of students, percent of students, the timetable for data collection, and the method of collection or administration.
3. **Results:** Describe the results of the measures of student learning related to each specific goal. What do they tell you about student learning, support of student learning, or your program? What did you learn about your program? If specific results are not available, describe the progress made on your assessment plan.
4. **Feedback:** What is the feedback loop? What types of changes are being made to your program or your assessment plan or process based on the results of your assessment? With whom are you communicating your results? For example:
  - ✓ Should the libraries know that students in your department need help with secondary sources?
  - ✓ Should the Center for Creativity and Innovation, the Admissions and Alumni Offices know that 17 percent of your alumni within the last five years are entrepreneurs?
  - ✓ Should Instructional Technology know that students in your department require space and equipment to practice oral presentations?
  - ✓ Does the VPAA's Office know that you wish to give a standardized exam next year that would cost \$1,000, or that several members of your department wish to learn more about electronic learning portfolios but require some additional resources to do this?

The second page of the annual assessment report requests information on three sections:

5. **Assessment Report Context:** Provide your department or program's contextual information about your assessment implementation, process, findings, etc. Report any changes in department configuration, personnel, goals, enrollment, etc. that may have affected your assessment efforts or findings from the previous year.
  
6. **Assessment Plans:** Describe your assessment plans for the upcoming year (which would be the current academic year in which the assessment report is due on the past academic year's assessment). For example:
  - ✓ The department will continue implementing the same plan in order to have a second or third year of data to analyze.
  - ✓ The program will begin to focus on a different learning goal or a different set of learning goals.
  - ✓ The program will focus on the same goals, but will refine both its direct and indirect measures in order to obtain more reliable data.
  - ✓ The department revised its learning goals (measures) and developed new goals (measures), upon which it will focus in the upcoming year.

If you have revised your assessment plan, please include the revised plan for your department or program as an addendum to the report.

7. **Assessment Data Location:** Identify the location of your department or program's assessment data and annual report so that other faculty and staff members of your department or program may access it, and future chairs, departmental assessment coordinators, or program directors or administrators may access it. The location could be a paper folder in a filing cabinet as well as a digital storage area.

## **ASSESSMENT COMMITTEE MEMBERS, 2008-09**

Anne Gates, Chair, Assistant Dean of Students, Director of International Affairs	x 2545
Ellen Falduto, Associate Vice President for Research, Assessment and Planning ( <i>ex officio</i> )	x 2230
Elys Kettling Law, Reference and Instruction Librarian	x 2443
Iain Crawford, Vice President for Academic Affairs ( <i>ex officio</i> )	x 2004
John Neuhoff, Associate Professor of Psychology	x 2475
Katharine McCarthy, Senior Philosophy Major, '09	x 5922
Laura Hazlett, Sophomore Art History Major, '11	x 6801
Pamela Pierce, Professor of Mathematics	x 2389
Richard Lehtinen, Assistant Professor of Biology	x 2271
Simon Gray, Associate Professor of Computer Science (2 <sup>nd</sup> semester)	x 2284
Theresa Ford, Director of Educational Assessment ( <i>ex officio</i> )	x 2517
William Macauley, Director of Writing, Associate Professor of English	x 2372

## ASSESSMENT RESOURCES

### **Books**

Assessing Student Learning: A Common Sense Guide by Linda Suskie (Anker Publishing, 2004) A second edition will be published by Jossey-Bass in spring or summer 2009.

Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education by Barbara E. Walvoord (Jossey-Bass, 2004)

Assessment Essentials: Planning, Implementing, Improving by Catherine Palomba & Trudy Banta (Jossey-Bass, 1999)

Assessment in Student Affairs: A Guide for Practitioners, by M. Upcraft and J. Schuh (Jossey-Bass, 1996) [Chapter 1: *Why Assessment in Student Affairs?*

<http://www.uga.edu/studentaffairs/assess/pdf/Why%20Assessment%20In%20Student%20Affairs.pdf> ]

A Guide to Outcomes Assessment in Education Abroad edited by Mell C. Bolen (Forum on Education Abroad)

[http://www.forumea.org/research-outcomes\\_assess\\_guide.cfm](http://www.forumea.org/research-outcomes_assess_guide.cfm)

A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation by James O. Nichols (Agathon Press, 1995)

Learning Portfolio: Reflective Practice for Improving Student Learning by John Zubizarreta ( , )

*Library Assessment*, SPEC Kit 303 (Association of Research Libraries, 2007)

<http://www.arl.org/news/pr/spec303-21dec07.shtml>

Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices by Marilee Bresciani (Stylus, 2006)

### **Websites**

*ACPA Principles of Good Practice for Student Affairs*

[www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm)

*American Association of Museums, Museum Assessment Program (MAP)*

<http://www.aam-us.org/museumresources/map/index.cfm>

*Association of American Colleges and Universities (AAC&U)*

<http://www.aacu.org/resources/assessment/index.cfm>

*Consortium for Entrepreneurship Education, Assessment Rubric for National Standards of Practice for Entrepreneurship Education*

<http://www.entre-ed.org/rubric.pdf>

*Council for the Advancement of Standards in Higher Education*

[www.cas.edu](http://www.cas.edu)

*Global Perspectives Inventory*

<http://gpi.central.edu/>

*National Institute for Technology and Liberal Education NITLE*

<http://nitle.org/>

*North Carolina State University Assessment Resources*

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

*Student Affairs Planning, Evaluation, and Research – Dartmouth College*

<http://www.dartmouth.edu/~saper/>

*Teagle Foundation*

<http://www.teaglefoundation.org/>

*Texas A&M Assessment Resources*

<http://www.tamu.edu/marshome/assess/HTMLfiles/oabooks.html>

*The TLT Group (Teaching, Learning, and Technology)*

<http://www.tltgroup.org/about.htm>

*Wells College Student Life Division, Student Learning Assessment Plan*

[http://www.wells.edu/pdfs/student\\_life\\_assessment\\_plan.pdf](http://www.wells.edu/pdfs/student_life_assessment_plan.pdf)

*Yale University Library, Assessment Toolkit*

<http://www.library.yale.edu/assessment/toolkit/>

### ***Journals/Newsletters***

*Assessment and Evaluation in Higher Education*, published by Routledge, 6 issues per year.

*Assessment Matters*, The College of Wooster, 4 issues per year.

*Assessment Update*, edited by Trudy W. Banta, published online in Wiley InterScience, 6 issues per year.

### ***Listerves/Blogs***

ASSESS listserve – Assessment in Higher Education

To subscribe: [LISTSERV@LSV.UKY.EDU](mailto:LISTSERV@LSV.UKY.EDU)

Email: [ASSESS@LSV.UKY.EDU](mailto:ASSESS@LSV.UKY.EDU)

FYA-LIST – First Year Assessment listserve - National Resource Center for The First-Year Experience and Students in Transition

Email: [FYA-LIST@LISTSERV.SC.EDU](mailto:FYA-LIST@LISTSERV.SC.EDU)

SOPH-LIST – Sophomore listserve - National Resource Center for The First-Year Experience and Students in Transition

Email: [SOPH-LIST@LISTSERV.SC.EDU](mailto:SOPH-LIST@LISTSERV.SC.EDU)

Library Assessment Blog: A blog for and by librarians interested in library service assessment, evaluation, and improvement, supported by the Association of Research Libraries.

<http://libraryassessment.info/>

### ***Conferences/Workshops/Training***

List of Assessment Conferences

<http://www.assessmentconferences.com/>

Savannah College of Art and Design, Savannah, GA

Measuring Unique Studies Effectively (MUSE) conference Feb. 8-11, 2009

Designed to build a community of art and design professionals who share an intellectual curiosity about student learning, the MUSE conference is committed to facilitating continuous improvement at the program, classroom and institution levels.

<http://www.scadelearning.org/about/news/topstories/2008/muse.cfm>