

FAQ for Annual Report Template 2010-2011

What are the new changes in the template?

You will find the following changes in the 2011 annual report template:

- The summary reports on assessments for ALCs, ALPs, and Academic Foundations (General Education) have been revised to eliminate some reporting elements and include new elements that will allow units to report a variety of assessment measures and clearly identify the student learning outcomes the department assessed.
- The template for reporting unit strategic planning goals and objectives for future work now includes a column for reporting how these goals align with the goals and strategies of the UWF Strategic Plan and the UWF Work Plan Update as reported to the Board of Governors. The template includes links to a crosswalk that provides the list of goals and suggestions for what information you should enter in these columns to describe the alignment of unit goals with Strategic Plan and Work Plan goals.
- The summary of Major Unit Accomplishments now includes a section on student participation in and results from state, regional, and national competitions.

Why is the template changing?

The new annual BOG Work Plan Update reporting requires that UWF collect and report progress toward a small subset of goals and priorities. To avoid having this initiative work at cross purposes with internal strategic planning, these goals must be consistent with the larger set of goals identified in the UWF Strategic Plan. Identifying how unit strategic goals align with goals identified in the Work Plan and the UWF Strategic Plan will promote coherent planning throughout the university.

What is the relation between the BOG Work Plan Update priorities and the UWF Strategic Goals?

The BOG allows institutions to identify no more than 5 priorities in the Work Plan. During preparation of the first Work Plan in 2009-2010, UWF carefully examined goals in the Strategic Plan and selected 5 to include in the Work Plan. This strategy will enable UWF to make progress toward achieving critical strategic goals within the context of the annual revision of Work Plan Update.

What information should units include in reports on the assessment of student learning?

Note: There are examples of assessment information at the end of this document.

Most of the information reported in past annual reports on assessment will be reported in the current annual report.

- Identify the ALC/ALP domain assessed (content, critical thinking, communication, integrity/values, project management)
- Identify the specific student learning outcome(s) assessed in the domain reported
- Report **one domain per template**. Multiple assessments of various student learning outcomes within a domain should be reported on the same template. Duplicate the template to report assessment work completed on student learning outcomes in additional ALC/ALP domains.
- Duplicate the template and complete separate templates for each program assessed.

- Describe **at least one direct measure** for student learning outcome(s) assessed in the domain and report patterns of strength and weakness in student learning observed. If the outcome(s) were assessed in a previous year, comment on how this pattern of strengths and weaknesses compares to student performance in previous year(s).
- A new template element provides a mechanism to describe any **indirect measures** of student learning outcome(s) used for assessment, describe patterns of strength and weakness observed in these assessments, and comment on how these data compare to observations in previous year(s). Note: indirect measures are not required but direct measures are required for annual assessment work.
- Describe the procedures used to reflect on and evaluate the assessment data (include dates of relevant department meetings). Describe how the assessment data were used to inform decisions about student learning. These decisions might include changes and improvements made to the assessment instruments and procedures, decisions to modify the structure of the program curriculum, advising strategies, or changes made to assignments or instructional strategies. Explain the relation between the decisions and changes made and the information obtained from assessments.
- Identify the ALC/ALP domain and specific student learning outcomes that the unit plans to assess in 2011-2012. Articulate the specific question(s) posed about student learning that the assessment data will address.

The request for an evaluation of changes in student learning was eliminated. This report was used for data collection related to the QEP for the Impact Report submitted to SACS in March 2011. Past templates requested identification of the ALC/ALP domain only and did not provide an opportunity to describe specific learning outcomes that were assessed. Reporting on assessment work to external agents will be improved if we can clearly identify the student learning outcomes assessed as well as the ALC/ALP domain.

I am having difficulty describing an aspect of assessment work in the space provided in the template. What should I do?

The template is formatted as a Word table. Cells in this table should expand when you add narrative text. If a cell in the table does not expand in this way, access a formatting menu by right clicking on the problem cell in the table. Select **Table Properties** from the formatting menu and click on the **Row** tab in the Table Properties window. If the row size has been set to a fixed size, you can unclick this option or force the row to a size that will suit your reporting needs. If you need assistance with this, you should call Mary Hallford in the Center for University Teaching, Learning, and Assessment at 473-7435.

Who will read these narratives?

Information included in the assessment reports in the annual reports is extracted and disseminated for a variety of internal and external reporting purposes. These descriptions are sometimes quoted verbatim as specific examples to document the quality of assessment work in reports to the Board of Governors, SACS, and other accrediting bodies. Describe your assessment work in language that will be understood by readers from outside your discipline. Detailed reports of numerical data are difficult to interpret outside the context of the program. Please provide brief but sufficient context so that a reader from an external audience can evaluate whether the assessment methods and measures used produce meaningful and useful evidence to

answer the questions posed about the student learning outcome(s) assessed. Clearly articulate the connection between interpretation of assessment evidence and the decisions made about maintenance or improvement of program quality.

How can I provide examples of rubrics or other documents that help explain the quality of assessment work carried out in the department this year?

Examples of rubrics and descriptions of assignments, activities, performances, projects, and other student work used as embedded assessments are valuable contributions to UWF documentation of the quality of assessment work for external audiences. These documents can be attached to the annual report as appendix material. Please refer to these documents when you describe direct measures of assessment and summarize assessment findings.

Why do I need to duplicate templates to report assessments on more than one learning outcome?

Independent reporting of assessment activity for each domain improves the university's ability to select and clearly communicate specific examples of the use of assessment evidence for continuous improvement.

What should I do if the department uses one assessment to evaluate a learning outcome that is relevant to two or more degree programs?

Rather than duplicate the same information in a domain template across multiple programs, clearly identify the multiple programs that share learning outcome(s) that were assessed and reported in the template.

Doesn't this reporting waste a lot of paper?

The new template organization will help departments develop reporting habits that will align with a future online reporting system. Although printed copies of the annual report might require printing many pages, the intention is to move to a fully electronic system that will require minimal printing.

Who can I contact for help if I have questions about completing a section of the annual report?

Assistance on templates related to Strategic Planning, Major unit accomplishments, community engagement, and new degree program projections:

George Ellenberg

Office of Academic Affairs

gellenberg@uwf.edu

474-2077

Assistance on templates related to summaries of reports on assessment for undergraduate programs (ALCs), graduate programs (ALPs), and General Education / Academic Foundations (AFPs):

Claudia Stanny

Center for University Teaching, Learning, and Assessment

cstanny@uwf.edu

857-6355

Assistance with template formatting issues:

Mary Hallford

Center for University Teaching, Learning, and Assessment

mhallfor@uwf.edu

473-7435

Examples of Assessment Descriptions

From Economics Academic Foundations Course ECO 2013 Principles of Economics – Macro:

Describe the Department's Commitment to Assessment Activities in 2010-2011

Domain(s) to be examined from the department's multi-year assessment plan in 2010-2011

<i>Critical thinking and communication.</i>

Assessment question(s) to be addressed in 2010-2011
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(1) Can students solve problems effectively?
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(2) Can students communicate a quantitative outcome effectively?
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From Economics BSBA:

Describe the Department's Commitment to Assessment Activities in 2009-2010

Domain(s) to be examined in assessment plan in 2009-2010

Content and critical thinking.

Assessment question(s) to be addressed in 2009-2010
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(1) Are there any weak areas that require intervention in lower level economics courses?
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(2) Do we observe a large percentage of students (higher than 70%) with good problem-solving and analytical skills in the area of economics?
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From Marketing BSBA (adapted by CAB):

Describe the Department's Commitment to Assessment Activities in 2010-2011

Domain(s) to be examined from department's multi-year assessment plan in 2010-2011

Repeat Content assessment in the Spring term 2011 using revised instrument and assessment rubric.

Assessment question(s) to be addressed in 2010-2011
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Did the revision of the instrument and rubric yield results more in line with the emphasis on marketing topics in the curriculum?

From MBA:

Describe the Department's Commitment to Assessment Activities in 2009-2010

Domain(s) to be examined in assessment plan in 2009-2010
Integrity/Values.
Assessment question(s) to be addressed in 2009-2010
Can MBA students recognize an ethical issue embedded in a case study that primarily addresses other business problems?

Describe the Department's Commitment to Assessment Activities in 2010-2011

Domain(s) to be examined from the department's multi-year assessment plan in 2010-2011
Communications.
Assessment question(s) to be addressed in 2010-2011
Devise way to examine relative effectiveness of online versus in-class delivery of written communication content.