

Memorandum

To: Deans, Department Heads, CARC members, Assessment Point Persons,
University Assessment Facilitators

From: Provost Duane Nellis

Date: December 3, 2007

Re: Annual Progress Report due March 3, 2008

The time approaches for the third Annual Progress Reports on Assessment of Student Learning. Reports for undergraduate degree programs are due to the office of the College Dean on **March 3, 2008**. The template and several examples of reports from 2006 can be found on the Office of Assessment web site at <http://www.k-state.edu/assessment/>. Each report should be five pages, maximum. *NOTE: As of 2008, reporting for graduate programs is on a different schedule, related to the KBOR Program Review cycle.*

The template asks degree programs to report on the 2005-06 assessment activities and results AND to describe their plans for the current year, 2007-08 (#7 on the template). The intention of this item is that programs will not write new 3-year assessment plans, but instead that plans will be on-going, with programs reporting the next steps in each annual report.

For the CARCs, which will receive and review the reports and the plans for the current year, there is an evaluative rubric and an approval and feedback sheet on the web at the end of the template. The following schedule will apply to the 2008 process:

March 3	Reports to Deans/Graduate School
June 2	Copies of approved reports and college summaries to the Provost
Fall	University summary from Office of Assessment to the Provost

Working with the University Assessment Facilitators Committee and the Provost, the next page is a summary of some best practices from the reports, some suggestions of practices to avoid, and some key assessment concepts. In an attempt to move our process along in *transparency* and *alignment*, two further tasks are required with the March, 2008, reports.

- **By March 3, 2008, each department will have the student learning outcomes for each degree program easily accessible on their web sites (within two clicks of the front page).**
- **By March 3, 2008, each degree program will have constructed an “alignment matrix” to be submitted with its Annual Report on Assessment of Student Learning. (A sample matrix and a blank worksheet are attached and will be on the assessment web site.)**

The Office of Assessment (2-5712) is available for consultation as reports are prepared. If you need assistance, please contact Cia Verschelden (cia@ksu.edu) or Steve Hawks (sjhawks2@ksu.edu) to set up an appointment.

Your continued attention to the improvement of student learning is appreciated.

Assessment of Student Learning – Fall, 2007

Good things to continue or start:

- Focus on *degree program*, rather than individual course, assessment
- Document changes made in *response* to assessment results/data
- Capstone projects that *integrate learning* in the major with general education outcomes
- Outside evaluators for student work (other faculty or relevant professionals)
- Look to professional societies for assessment instruments or exam items
- Assessment of student work using an agreed-upon rubric
- Common student learning outcomes for all sections of a course
- Student learning outcomes stated on course syllabi (maybe connected to a subset of degree program student learning outcomes)
- Set desirable standard for performance (both individual and aggregate)
- Discuss assessment results widely
- Include students in the process

Things to avoid in assessment of student learning:

- Use of student grades in courses or GPA as measures of learning
- Use of all or mostly indirect measures of learning (e.g., student satisfaction surveys, student self-report of learning, employer satisfaction surveys)
- Focus on learning solely in lower level courses for degree program assessment

Key assessment concept:

Transparency – students and public should be informed about intended student learning outcomes and student achievement of those outcomes

****By March 3, 2008, each department will have the student learning outcomes for each degree program easily accessible on their web sites (within two clicks of the front page).**

Accountability – we should be able to state for every degree program what it is that students will know and be able to do when they graduate and we should be showing evidence of student knowledge and ability

Integration – teaching and learning of general education outcomes and those in the major should culminate in a student being able to integrate all the learning in a demonstration of application, preferably in a situation with “unscripted” challenges

Alignment – the student learning outcomes are aligned with the university, college, and program missions and it is clear that students are provided with the opportunity both to learn and to demonstrate the learning of each of the outcomes

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