

So you know what is expected in terms of work load (Not a lot!):

I am asking that each UG Program representative of the CARC review 2 APRs, then we will compile the scores and feedback and return the information to each program for revisions to their APR (if necessary), or for planning for the coming year. One of the things I have found really helpful this year is reviewing other programs' APRs, and I think that is one of the ways we can 1) provide feedback from multiple perspectives to our colleagues in CHE, and 2) learn from each other by seeing what other programs are doing (or need to do) with their assessment efforts.

- Each Annual Progress Report (APR) draft will be individually emailed to you with a copy of the evaluation rubric – The evaluation rubric also is available on KSOL.
- Each person will have 2 APRs to review.
  - You may have either both regular programs or both accredited programs (or you may have one of each.)
  - The evaluation rubric this year is the same for both accredited and non-accredited programs
  - The Rubrics should be easy enough to follow and complete based on the report you have

Things to consider:

- Write down all comments/questions about things that are not clear or not included in the reports. There should not be a need to go back to the original Plan—all APRs should clearly indicate the SLOs, measures used, data collected and changes being made in the program based on the assessment results. If you feel it is necessary to review the original plans, let me know and I will make those available.
- Feel free to make written comments on the actual program APRs—The rubrics and APRs will be returned to the primary person in the program for revision, so please be thorough and clear in your comments.
- Please make your comments “constructive” – don’t treat this like a blind review on a manuscript where you take out your frustrations on the person on the other side 😊
- I have tried to “mix” reports, so each person will be receiving one that is more advanced in their assessment efforts and one that needs some additional feedback/assistance
- Also, just a reminder: Our Accredited Programs may not include actual data in their reports—don’t count that down if it’s not included. They have, for example 180 outcomes (CSD) and 100 (ID), just 2 examples, so what they have been asked to do is summarize their SLOs and how they collect student data, rather than include all the data –Trust me, you don’t want to wade through all that data! Neither do they! 😊

Please submit your Rubric and comments on the APRs by email to Briana by xxxx

## 2010 CARC Assessment Checklist

For each Annual Progress Report, you should attend to the following:

1. Is the correct APR Template used? (4/10 version):
  - a. <http://www.k-state.edu/assessment/process/index.htm>
2. Are the Department's or Program's Student Learning Outcomes posted online? If so, has the report provided the accurate web address?
3. Are the Department's or Program's Matrices posted online, and is the address provided accurate?
4. Is the Department's or Program's short summary of assessment for 2007-2008 provided online, with an accurate web address?
5. Have you completed the rubric evaluation for this report?
6. Have you provided specific, useful suggestions for the Department or Program?

Here's a sample summary paragraph:

The Department of **Economics** assessed two learning outcomes for 2006-2007: government involvement in the economy through taxes, transfer payments, provision of services, regulation, etc.; and the advantages of specialization and trade at both the personal and national levels. These outcomes were assessed by examinations in ECON 580, Senior Seminar during fall 2007. All 26 students in the seminar were assessed. Faculty used a rubric to evaluate the students' work. The results of this assessment provide a third year of the baseline assessment. The SLO committee is preparing a report on this data that will be submitted to the head for review and disseminated to instructors as well. An alignment matrix is provided; learning outcomes, Assessment alignment matrix, and the 2007-2008 Assessment summary are posted online at <http://www.k-state.edu/economics/ugrad/outcomes.pdf>

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## CARC Training

### 1. Review the K-State Student learning Assessment Process

Reinforce:

- The purpose of Student Learning Assessment is to promote program/unit improvement. The annual reporting is the university's mechanism to facilitate each program/unit's self-reflection. It is not to add more work or change the direction of your activities, unless you find through the assessment process that greater success can be achieved through change.
- SLOs should include the most valuable assessable learning that is identified in your program.
- The goal (although not a requirement) is to have 2 assessments for each SLO, at least one being a direct measure.
  - a. Direct assessments require students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes.
  - b. Indirect assessment methods such as surveys and interviews ask students to reflect on their learning.
- The assessment plan organizes when the SLOs will be assessed and reported. Each program/unit must decide the assessment plan that will provide the program/unit with the most useful information.
  - a. Some program/units have chosen to report results of all SLOs each year because the assessments are integrated throughout their program/unit and collected each year.
  - b. Some program/units have chosen to report on, for example, three SLOs one year, three the next, and three the third cycle (thus in three years reporting on student learning of all SLOs). The program/unit should organize the assessment plan to report on all SLOs sometime over a period of 3 years, and then repeat a continual cycle.

When providing feedback to programs through the APR rubric, reinforce the SLO process. In the past, programs have been getting mixed messages.

### 2. Review the current Annual Progress Report format

Reinforce:

- This form is found on the Office of Assessment site, 'Reporting and Feedback' link, titled "APR Template for all UG Programs (Accredited and Non-Accredited)"
- If this form is not used, indicate the need to use the correct reporting form in the future and where to find it (<http://www.k-state.edu/assessment/process/index.htm>)
- The format was redesigned so the CARC reviewers could see all SLOs, which SLOs are reported, and a summary of the reporting plan for all SLOs. We must encourage a complete cycle of student learning assessment in our feedback.

3. Review the Evaluative Rubric for Annual Progress Reports

Reinforce:

- The numbers coincide with the APR
- Use the criteria in each category for the score
- #7 is for non-accredited programs

4. Using the APR examples and the rubric, practice scoring the examples.

5. Remind all CARC members to reinforce to programs that Dr. Burrack is willing to meet with programs, as well as CARC committees, to answer questions and help guide the assessment process.

6. In responses to programs, reinforce the purpose of the assessments process is for program improvement.