

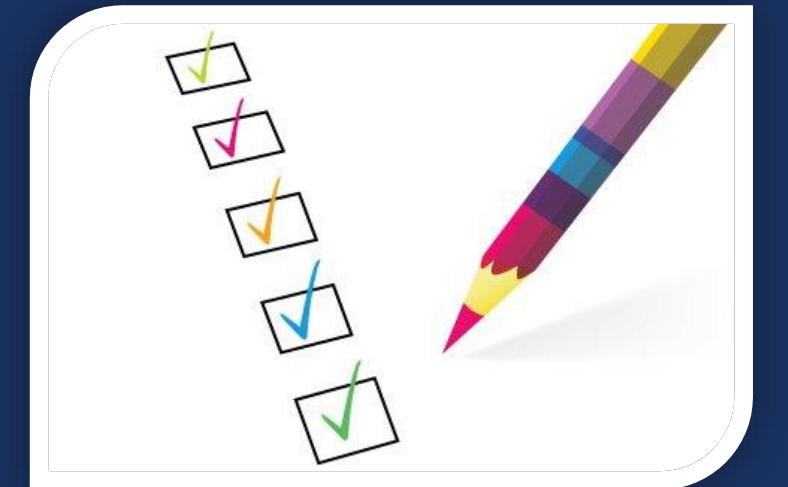
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# GUIDELINES FOR COMPLETING ANNUAL ASSESSMENT REPORTS



Student Affairs  
Assessment & Research



# ANNUAL ASSESSMENT REPORT

- ***Goal: Improve the programs and services for students and ultimately aid in student development, learning, & success.***
  - ***By incorporating assessment into our everyday activities, we can reach that goal and slowly build a culture of assessment.***
- Assess one program or service per department, unit, or office
- Reports should show intention when developing assessments and collecting data
  - ***Why do you need to assess this program? What do you hope to learn? How will you determine if the program is successful?***

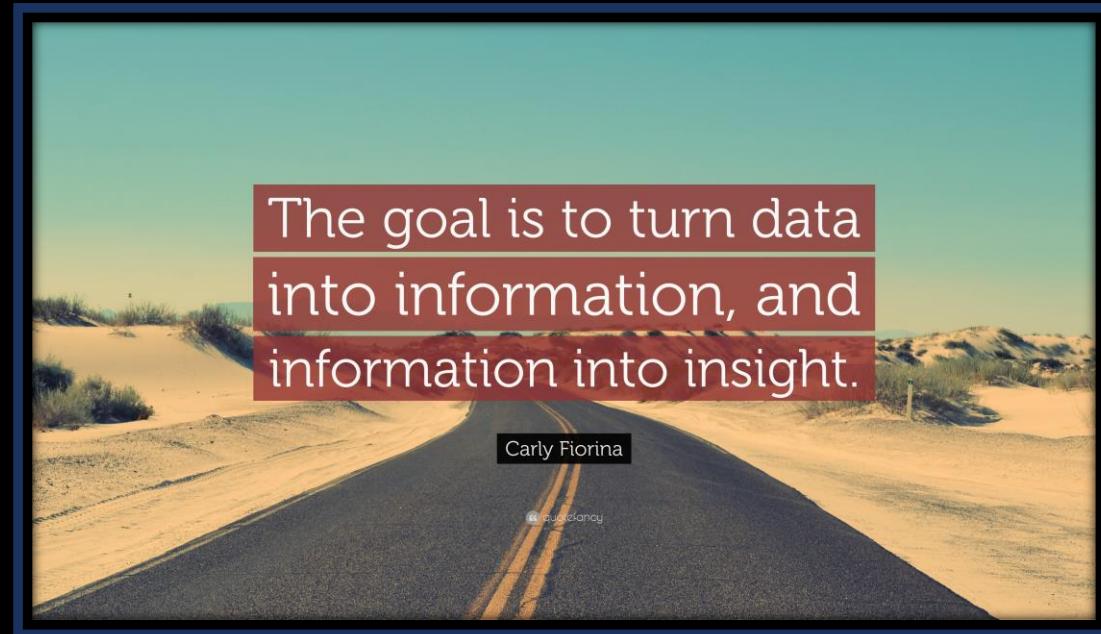
# ANNUAL REPORT RUBRIC

	Emergent (1.00-1.99)	Developed (2.00-2.99)	Highly Developed (3)
Student Learning Outcomes	Student learning outcomes are vague or overly broad	Most outcomes are reasonably clear and specific	Outcomes have unambiguous content; outcomes suggest what students would be able to do to show mastery
Analysis of Evidence	Analysis is limited to totals or overall averages and/or analysis simply reports statistics with no reflection	Analysis conveys a relatively complete picture of the evidence by making connections between various features of the assessment process	Analysis is insightful and makes connections between issues and higher level (e.g., campus/disciplinary) trends
Use of Assessment Results	Recommendations are not evident or are disconnected from the analysis	Recommendations are clearly connected to the outcomes assessed or issues uncovered	Recommendations are clearly connected to the outcomes assessed or issues uncovered

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# WHAT YOU NEED TO KNOW BEFORE CONDUCTING AN ASSESSMENT...

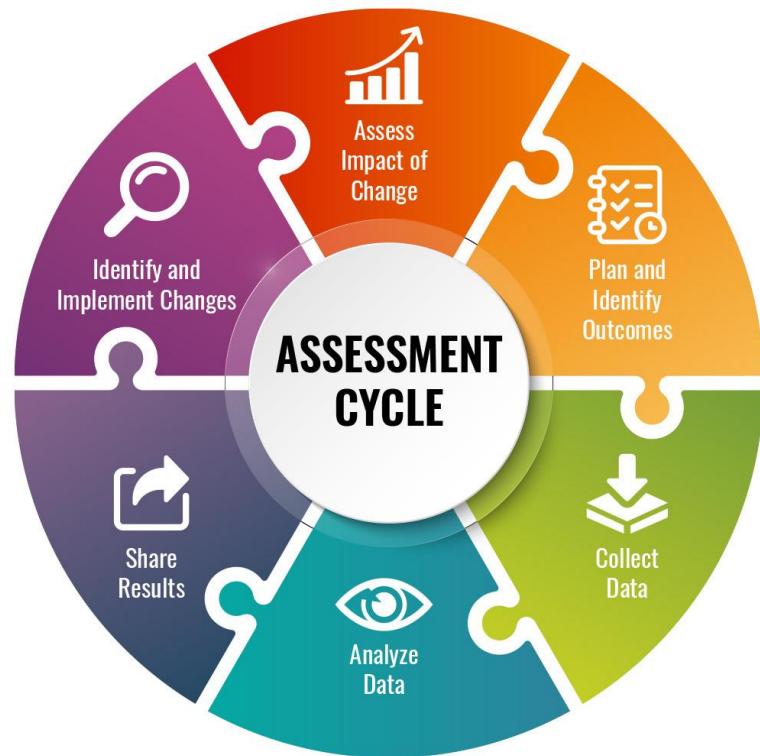


The goal is to turn data into information, and information into insight.

Carly Fiorina

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# ASSESSMENT CYCLE



Annual reports are based on the assessment cycle:

1. Plan and Identify Outcomes
2. Collect Data
3. Analyze Data
4. Share Results
5. Identify and Implement Changes
6. Assess Impact of Change ("Closing the loop")

## The Assessment Process: Six Important Questions

**Why** are we  
doing this  
assessment?

**What** will we  
assess?

**How** will we  
assess?

**Who** will assess?

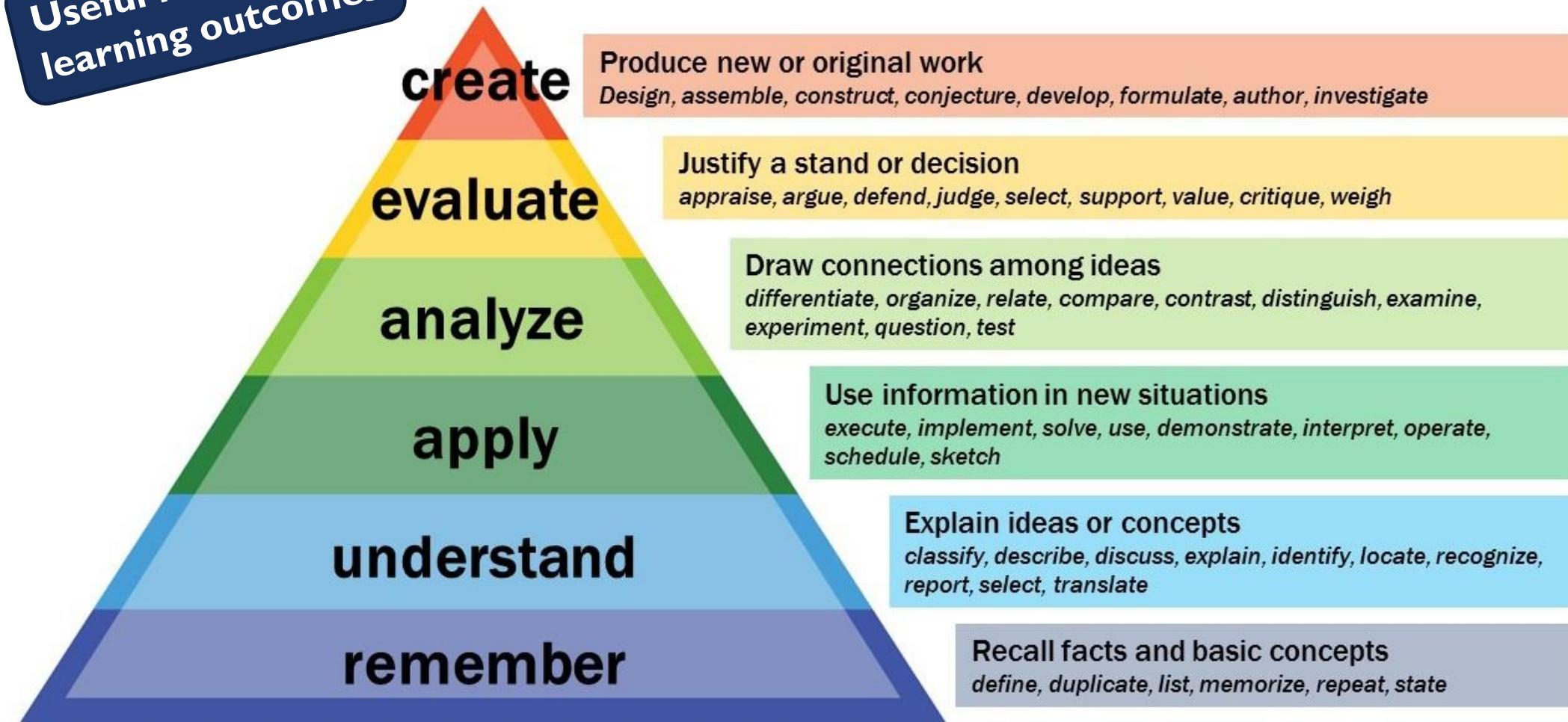
**How** will the  
results be  
analyzed?

**How** will the  
results be utilized  
and shared?

## STUDENT LEARNING & DEVELOPMENT OUTCOMES

- **Student Learning Outcome (SLO):** The intellectual or cognitive learning that you want to occur, not emotional or affective measurements.
- **Student Development Outcome (SDO):** Assess affective dimensions or attitudes and values (not cognitive abilities); and consider growth in ethical, spiritual, emotional, and social responsibility dimensions
  - Also often referred to as learning outcomes
- **Program Outcome:** Assess the effectiveness of what you want to accomplish in your program by measuring specific outcomes

Useful for writing learning outcomes



## ABCD METHOD FOR WRITING OUTCOMES:

- **Audience** – who performs the behavior & when
- **Behavior** – observable / measurable action
- **Condition** – situation under which the behavior is performed
- **Degree of measurement** – evaluates mastery of behavior

*“As a result of (condition), (audience) will (Bloom’s taxonomy verb) (behavior) as measured by (degree of measurement).”*

## OUTCOME EXAMPLES USING ABCD METHOD

### **Student Learning/Development Outcome (SLO/SDO):**

*“After attending an LGBTQ+ student ally training, student allies (A) will be given a worksheet of 25 multiple-choice questions (C) and will select the correct answers (B) for at least 85% of the problems. (D)”*

### **Program Outcome:**

*“The Highlander Career Readiness Program (A) will advise (B) first generation undeclared students (C), as measured by tracking participation using student ID. (D)”*

**Audience**  
**Behavior**  
**Condition**  
**Degree of measurement**

# TIPS FOR “HIGHLY DEVELOPED” REPORTS

## Student Learning Outcomes

- Use the ABCD Method and Bloom’s taxonomy (verbs) to ensure SLO is specific and clear enough.
- SLOs should describe what you are hoping students will learn or gain from the program and include details on how success will be measured.

## Analysis of Evidence

### Results & Conclusion section:

- Results should include statistics/numbers and the findings of the SLOs and assessment questions. (Total # of participants, % met SLO criteria, etc.)
- Conclusion should have meaningful discussion of the findings and how they relate to your program.

## Use of Assessment Results

- Describe specific plan to use results of the findings related to the SLOs and assessment questions.
- Describe plan to use data to make programmatic decisions and “close the loop” of the assessment cycle. If plan not certain, can include ideas for how you may use results.



# Questions? Contact:

hayden.harris@ucr.edu | saar.ucr.edu



## Student Affairs Assessment & Research