

Anderson University Majors Assessment Committee
Writing the Major Assessment Report
2007-08

Please use the following format when submitting the major/departmental assessment report. The committee will evaluate reports using the components and criteria on page two. Ten copies are requested: one electronic and the remaining nine are paper. One paper copy needs the original signatures of those who participated in the process. All reports are to be sent to Pat Griffin (griffinp@anderson.edu), Director of University Assessment.

If the major being assessed is accredited by an outside agency, the accreditation report may be adapted for the report to the committee. Contact the Director of Assessment to discuss.

I. Goals (I, II, III, etc)

A. Objective I

1. Discuss tool(s) used to measure objective
2. Discuss data results from each tool
3. Evaluate achievement of the objective

B. Objective II (If Applicable)

II. Summarize the strengths and weaknesses of student learning as identified by analysis of the assessment findings.

III. Discuss how the analysis and further evaluation by the faculty informs decisions for future planning in the major/department with regard to student learning.

The committee uses the following operational definitions:

Goal	A statement about general aims or purposes of education that are broad, long-range intended outcomes.
Objective	A measurable standard used to assess the goal. It includes the desired level of achievement, the individuals that will be evaluated, and the time framework of the evaluation.
Methodology	The actions taken to measure the objective.
Tools	The artifact used for data collection. This could include a test, portfolio, paper, presentation, etc.
Data	The results gathered from the tools.
Evaluation	An analysis of the data and a determination if the goals and objectives were met. The implications of the data should be considered and improvements initiated.

Evaluative Criteria for Major Assessment Plans/Reports

Components	Required Elements	Criteria
Goals	<ol style="list-style-type: none"> 1. At least one goal referring to each of the following: <ol style="list-style-type: none"> a. Knowledge of the major b. Skills required in the major c. Expected values/attitudes of graduates. (This goal should make a connection between the major and the Anderson University mission) 2. Other goals may be included as needed. 3. Goals speak to the major as whole rather than individual courses within the major. 	Met Partially Met Not Met * see below
Objectives	<ol style="list-style-type: none"> 1. Objective(s) are consistent with the goal(s). 2. Verb(s) are stated in active voice. 3. The objective(s) must include a measurable standard. 	Met Partially Met Not Met * see below
Methodology	<ol style="list-style-type: none"> 1. Methods are appropriate to the stated objective. 2. Data collection procedures should be completely explained. 3. The title(s) of person(s) performing evaluation should be included. 4. Indicates time frame in which the evaluation was completed. 5. May use locally constructed tools. 6. Face validity of collection tools is assumed. 7. Reliability of an objective measurement tool is assumed. 8. Reliability of a standardized measurement tool should be reported. 9. Reliability of subjective measures should be determined by using more than one rater and establishing interrater reliability. 10. A discussion about the control of bias should be included. 11. Measurement tools must be provided in appendices. 	Met Partially Met Not Met * see below
Data	<ol style="list-style-type: none"> 1. Group data rather than individual student data is reported. 2. Numbers of participants are included. 3. Uses appropriate statistics: percentages and means are typically adequate. 4. When multiple years of data are available, the current data along with the two most recent data collections should be reported and compared. This can be completed using a table. 	Met Partially Met Not Met * see below
Analysis of findings	<ol style="list-style-type: none"> 1. Determination if the objective was met is based upon the standard set in the objective(s). 2. Meaning(s) of the findings is included. 3. Explanations for findings that do not meet the set standard are made. 4. Strengths and weaknesses of the major are discussed. 5. Once a sufficient amount of data has been accumulated and analyzed, adjustments that might be appropriate for the assessment plan and/or the major are discussed. Typically the committee recommends three years of data before making adjustments, but some findings may warrant earlier action. 6. The results of previous changes made to the assessment process and/or the major should be analyzed. 	Met Partially Met Not Met * see below

*Criteria are defined as follows:

Met: All required elements completed with full explanation.

Partially Met Most required elements completed with full and/or partial explanation.

Unmet Few required elements completed with partial and/or incomplete explanation.