Academic Assessment
Guiding Principles for 2021-2022 Reports

1. The assessment report is designed to help departments, programs, or offices gather information on the progress being made toward their goals. It is expected that the content of the assessment report will change over time as the needs of each department, program, or office change.

2. Include your department or program's mission statement.

3. The introduction section should be 1-2 paragraphs and should articulate:
   o how results from previous assessments have been used to make improvements,
   o how previous comments from the Academic Assessment Committee have been addressed,
   o any major changes in the curriculum,
   o significant trends or any new assessment mechanisms that have been implemented, and
   o how comments from any department/program comprehensive review done in the last two years have been addressed.

4. Assess students in at least three places across the curriculum
   o introductory level
   o intermediate/upper level
   o capstone (for all majors)

5. Assessment should include both majors and non-majors. The department's or program's contribution to the general education curriculum must be assessed by including at least one measure to capture each of the following:
   o Writing in the Disciplines
   o Paideia
   o Exploration and Breadth
   o Foreign Language (if applicable)
   o Social Justice (if applicable)

6. Use multiple assessment mechanisms for each learning outcome when possible.

7. Each assessment mechanism should include a target or benchmark.
   o Indicate "Target Met" or "Target Not Met" for every assessment mechanism.
   o It is okay if the target is not met; use this as an opportunity to consider the most productive improvement in your pedagogy or curriculum.

8. The assessment results should include both the percentage of students meeting a target and the actual group sizes (e.g., 75%, [15 of 20 students] met the target or benchmark).

9. When available, percentages and group sizes from the previous three years should be included in the assessment results column. This can be used to calculate a three-year average, while retaining data from each year.

10. Please do not use final grades (on major assignments or in courses) as assessment mechanisms. Final grades cannot be the only measures used.

11. If using rubrics, attach them to the assessment report.
    o Break down your assessment mechanism into specific components that connect directly to the rubrics being used.
    o Refer to the specific line (or row) in the rubric being used for each assessment mechanism.

12. If using the Word template to submit your report, please complete all boxes on the template; there should be no blank boxes in the assessment report. It is alright to add rows to tables in the template.