



Annual Assessment Report Guide

Please use the following document as a supplement to the “Annual Assessment Report Template” if you want additional information about any of the specific sections. The following questions should be addressed in each section of the template. The suggested length of the assessment reports is between 5 and 15 pages (You may produce a larger report for other constituents, but for the purposes of this report we ask you keep to the suggested length). The “Assessment Report Checklist” is an additional resource for successfully completing the assessment report. It can be found on the Office for Teaching, Learning, and Assessment’s webpage.

I. Abstract

Provide a paragraph or two description of the assessment project, including the question and brief summary of findings (No more than 250 words). The following information should be included in the abstract:

- a. **Motivation/problem statement:** What is it your assessment is attempting to address or understand? What gap in knowledge about a topic is your assessment is filling? What is significant about this problem?
- b. **Methods/procedure/approach:** What did you actually do to get your results? (e.g. analyzed reflection papers, interviewed 25 students, surveyed 150 students.
- c. **Results/findings/product:** As a result of completing the above procedure, what did you learn? What did the method(s) tell you? What are the summarized key findings?
- d. **Conclusion/implications:** What are the larger implications of your findings, especially for the problem/gap identified in the motivation/problem statement?

Sample Abstract:

The purpose of this study was to add to our understanding of the motivations toward service among college students, to get a clearer sense of how students choose their service involvements, and to better understand the learning outcomes from service involvement during college. *The methodology consisted of focus groups, individual interviews and a survey.* Findings indicated differences in how students spoke about their service and learning outcomes based on gender, hours of service, and year in college. Implications of research findings include recommendations for marketing of service opportunities to students, involving students in service early in their college years, and expanding and centralizing service as a core mission of the college or university.

Chesbrough, R.D. (2011). College Students and Service: A mixed methods exploration of motivations, choices, and learning outcomes. *Journal of College Student Development*, 52(6), 687-705.

II. Learning Outcome Assessed:

- a. What was the primary program learning outcome you assessed? If you assessed multiple learning outcomes, please discuss the other learning outcomes in the following section. There should be only one program learning outcome listed in this section.

III. Introduction and Context:

- a. What is the relevance of the question as it relates to the work of the department and/or division?

- b. How does answering this question help your department?
- c. How is the question linked to the Student Affairs Strategic Plan (2010-2013) and Vision2018 goals? (Please be as specific as possible.)
- d. Provide any relevant research and/or literature that informs or contextualizes this project. Please summarize and cite this information. Do we know anything theoretically or empirically about this question?

IV. Data Collection & Methodology

- a. Methodology and populations:
 - 1. On what group(s) of individuals did the question focus (were particular groups intentionally excluded)?
 - 2. Describe the methods used to answer the question, as well as a description and size of the group initially invited to participate in the project.
- b. Analyzing the data:
 - 1. How did you analyze and interpret the results? What types of statistics did you use in the project?
 - 2. How did you split up your data for comparison (e.g. pre- and post- test, different student populations compared to one another, different sessions, etc.)?
 - 3. Who analyzed the data (person or group that looked into the data)?
 - 4. How was “acceptable performance determined for this assessment project? In other words, how were the numbers included in the TLA table in the following section found? What criterion was used to determine acceptable or better performance?
- c. Consent process:
 - 1. What steps were taken to ensure consent of participants? How did you inform participants of their role in this assessment project? Was participation optional?
 - 2. Was any identifying information about individual participants collected through this assessment? If so, what precautions were taken to keep this information secure (i.e. kept in a locked file).
- d. Please include a copy of the assessment instruments (surveys, focus group questions, interview questions, etc.), rubrics or scoring guides, and consent forms or written requests to complete instruments in the appendix.

V. Data & Results

- a. Describe the results
- b. Participant response rate (actual vs. invited)
- c. Relevant participant demographic data (gender, race/ethnicity, year in school, etc.)
- d. Share aggregate data or qualitative data (quotes, themes, etc.)
- e. Please complete the chart below, selecting one of the learning outcomes you assessed. This information will be reported to TLA to demonstrate achievement toward university learning outcomes. Report each number as a whole number, not a percentage, range, or decimal.

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance

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VI. Discussion & Interpretation of Results

- a. Based on your analysis, what were the key findings? (Please provide in a bullet point format)
 1. For qualitative data, share the top 3-5 themes that emerged
 2. For quantitative data, share the 5-10 most important and useful findings
- b. What did you learn from the assessment?
- c. How, if at all, did the results surprise you?
- d. What does this project contribute to the field or the Division of Student Affairs?
- e. Were there specific challenges or limitations to the project (sample selection, response rate, data collection, etc.) that may have affected the results or use of the results?

VII. Recommendations & Plans for Action

- a. If you secured IRB approval for this project how do you intend to use the data beyond writing the department assessment report?
- b. How will the results of your project be shared with participants and other key stakeholders?
- c. What implications does this project have for other departments at the university or Student Affairs as a whole?
- d. Based on this project what actions will the department take to improve learning or engagement? What is the timeline for implementing these actions? What are potential barriers that may get in the way of implementation?
- e. What follow up studies or future projects might help further assess this topic? Is your department planning to conduct any of the follow-up studies suggested?