**[Department]**

*Assessment Report:* *[Program]*

[Date Report Completed]

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# Executive Summary

The executive summary provides a brief, 2-page summary of the assessment cycle of the program.

**Overview of Program**

Provide a brief description of the program and its intended outcomes. If the program has conducted parts of the assessment cycle in the past, please provide a brief description. More details can be found in the [Introduction](#_Introduction).

[complete here…]

**Intended Outcomes for the Current Assessment Cycle**

Identify the student learning outcomes that are being measured in this assessment cycle. Summarize the rationale and context for the current assessment plan, and identify the stakeholders involved. More details can be found in [Specifying Student Learning Outcomes](#_Program_Goals_and) and [Rationale and Context of Outcomes Assessment](#_Rationale_and_Context).

[complete here…]

**Assessment Method**

Briefly explain the assessment and measurement methods associated with intended outcomes.

[complete here…]

**Results and Implications**

Summarize the results and how they will be used for program-related decisions. More details can be found in [Analyzing Data, Reporting Results, and Maintaining Information](#_Analyzing_Data,_Reporting) and [Using Results for Program-Related Decisions](#_Using_Results_for).

[complete here…]

**Relating Results to Departmental, Divisional, and JMU Goals**

Summarize how the assessment results of the program support department, divisional, and JMU goals. More details can be found in [Connecting Results to Department, Divisional, and JMU Goals](#_Connecting_Results_to).

[complete here…]

# Introduction

Provide an overview of the program and a plan for the assessment cycle timeline. See completed examples of this section in the Online Resources.

**Department**: [complete here…]

**Program**: [complete here…]

**Program Coordinators**: [complete here…]

**Assessment Report Authors**: [complete here…]

**Dates of Data Collection** (if applicable): [complete here…]

## Target Population

Define the target population for this program.

[complete here…]

## Theory, Research, and Needs Informing the Program

Identify and cite the relevant theory and research supporting the program for the target population, and explain how it supports the program. Describe student needs that are driving the program development or delivery.

[complete here…]

## Rationale and Context of Outcomes Assessment

Provide rationale and context for the current assessment plan. Identify the stakeholders involved in the process to specify student learning outcomes. If the program has gone through the assessment cycle in the past, provide a context for the current assessment activities based on previous activities.

[complete here…]

# Assessment Cycle

Below is the full assessment cycle, which serves as the basis for the organization of this document. Please note this may be a multi-year process. Resources for each component of the cycle can be found throughout the document.

# Specifying Student Learning Outcomes

Student learning outcomes refer to what students should know, think, or do as a result of participating in the program. The **longest amount of time** in the assessment cycle should be dedicated to establishing realistic learning outcomes, because all other aspects of the assessment cycle will be tied to these outcomes since they are the foundation. Learn about specifying student learning outcomes and see completed examples of this section in the Online Resources for Specifying Learning Outcomes.

## Program Goals and Learning Outcomes

Specify the measureable student learning outcomes of the program (and overarching goals if applicable). Identify how the program’s learning outcomes map to departmental, divisional, and JMU goals.

[complete here…]

# Creating and Mapping Program to Outcomes

Mapping the program to the outcomes refers to specifically identifying how the program components (e.g. activities, curriculum) relate to each learning outcome. Learn about creating and mapping program to outcomes and see completed examples of this section in the Online Resources for Creating and Mapping Program to Outcomes.

## Map of Program Components to Outcomes

Identify program components that directly relate to individual learning outcomes. For each learning outcome, specifically identify the program components, delivery method, duration, and the stakeholder responsible. You may want to utilize a table to help illustrate the connections between the program components and the outcomes. If the program has been assessed in the past, describe the planned program changes based on previous assessment results and if those changes were actually implemented in the current assessment cycle.

[complete here…]

# Selecting/Designing Instruments

To measure the program’s learning outcomes, instruments need to be identified by selecting existing instruments or developing new instruments. CARS can help with this section unless otherwise indicated. Learn about selecting/designing instruments and see completed examples of this section in the Online Resources for Selecting/Designing Instruments.

## Map of Outcomes to Instruments

Identify each learning outcome and the specific measures that will be used to assess the outcome. You may want to utilize a table to help illustrate the connections. Attach instruments in the appendices. If changes were made to an instrument, provide an appendix charting the items that have changed and the rationale.

[complete here…]

## Description of Instruments

Provide a name and description of the instruments selected or designed, and the reason that particular instruments were chosen to measure the outcomes; what they are measuring; reliability and validity scores (if known); scoring instructions; and the number of items. You may want to utilize a table to help provide this information.

[complete here…]

## Additional Information to Collect

Identify information to collect that will help determine if the program affects groups differently (e.g. gender, students’ interest in participating); CARS can help with this. Identify information to collect that may be of interest to program administrators (e.g. how students learned about the program); members of the SAUP Assessment Advisory Council can help with this, because it does not address the assessment of learning outcomes but may help with other aspects of program evaluation. With any additional information, identify the purpose for collection.

[complete here…]

# Examining Implementation Fidelity

Implementation fidelity refers to the alignment of the planned program and the implemented program. Therefore, this section documents the program that was actually delivered. Learn about examining implementation fidelity and see completed examples of this section in the Online Resources for Examining Implementation Fidelity.

## Process to Examine Implementation Fidelity

Describe the process used to examine implementation fidelity (e.g. who conducted the study; when, where, how).You may want to include an appendix of the fidelity measure.

[complete here…]

# Collecting Outcomes Information

Collecting information refers to the actual data collection process. Learn about collecting outcomes information and see completed examples of this section in the Online Resources for Collecting Outcomes Information.

## Process for Collecting Data

Describe the timeline for when and how data was collected and by whom. You may want to utilize a table to help provide this information. Describe the method for collecting data, including instrument administration and training provided for administering; methods utilized to have students take measures (e.g. mandatory, incentives); and the number of times data was collected in this assessment cycle. Also, describe control groups (if applicable) and identify how information was collected from these students. Describe any differences between the original data collection plan and what actually occurred. You may want to utilize a table to help provide this information.

[complete here…]

# Analyzing Data, Reporting Results, and Maintaining Information

In order to determine the effectiveness of a program, data analysis is necessary. CARS can help with this section unless otherwise indicated. Learn about analyzing data, reporting results, and maintaining information; see completed examples of this section in the Online Resources for Analyzing Data, Reporting Results, and Maintaining Information.

## Data Analysis and Statistical Results

Thoroughly describe data analysis and statistical results by outcome. Identify the techniques used to analyze the data. Typical quantitative analysis would include descriptive statistics, results of practical and significance tests, and tables/graphics that describe the findings. Typical qualitative analysis would include number of responses, emergent themes, and tables/graphics that describe the findings. For each learning outcome, provide a summary of the implementation fidelity results and the impact of fidelity on the outcomes assessment results. You may want to utilize a table or include an appendix to help provide this information.

[complete here…]

## Interpretation of Results

Interpret the data analysis and statistical results in context of the program and previous assessment results. As a student affairs professional, describe the meaning of the quantitative data regarding the program. The interpretation of results is primarily the responsibility of program coordinators in conjunction with colleagues.

[complete here…]

# Using Results for Program-Related Decisions

It is critical to determine how to utilize the information obtained through data analysis, statistical results, and interpretation of the results. Prior to completing this section, a meeting with assessment stakeholders (e.g. CARS, program coordinator) is strongly encouraged to inform any program-related decisions. This section should be completed by the program’s Department. Learn about using results and see completed examples of this section in the Online Resources for Using Results for Program-Related Decisions.

## Using Results for Program Improvement or Continuation Decisions

Restate the learning outcome and honestly identify if the outcome was met or not. The program may not need to be changed at this point or continued. If there are plans to change the program, describe the plan for reworking the program. If this program has been assessed in the past, put these plans in historical context.

[complete here…]

## Using Results to Make Changes to the Assessment Process

If applicable, describe a plan for improving aspects of the assessment cycle (e.g. revising instruments, changing data collection timeline). The response for the “Interpretation of Results” section may highlight changes that are needed.

[complete here…]

## Using Results for Program Administration

Describe other ways that the assessment results can be utilized in addition to improving student learning outcomes. For example, describe how this information will be utilized to obtain additional financial or human resources, help market the program to students, recruit facilitators, or staff training.

[complete here…]

# Connecting Results to Departmental, Divisional, and JMU Goals

Identify how the assessment results of the program contribute to supporting departmental, divisional, and JMU goals. This section should be completed by the program’s Department in consultation with Department leadership.

[complete here…]

# Additional Final Thoughts

Please feel free to add any other information that is not already included in this document.

[complete here…]

## Location of Data and Documentation of Cycle

Identify the specific location (e.g. department server, physical location) where the data and other documentation of this assessment cycle is stored. It is strongly encouraged that departments document the process for selecting and designing instruments; including their pros/cons, reliability and validity scores, and stakeholders involved.

[complete here…]