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# SAMPLE RECOMMENDATION REPORT

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INTERNAL ASSESSMENT REPORT

[DEPARTMENT/TEAM NAME]

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This report will be completed and submitted annually no later than November 14 for the prior academic year. The Project Manager responsible for the program and its assessment will write the report and submit a copy to the Associate Director responsible for assessment.

**Date:** [Publish Date]

**Project Manager:** [Project Manager Name]

**ASSESSMENT PROJECT TITLE:** [PROJECT NAME]

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## **Project Outline:**

*Briefly outline assessment project. You do not need to restate your outcomes.*

The EVI assessment instrument is a 47-question instrument designed to assess the outcomes of the Values Clarification Workshop. The students are given the instrument before the workshop and then immediately following the workshop. The same instrument is used for both pre and post assessments. Eighty-one students completed both the pre and post-test.

## **Detail results.**

See Attached.

## **Actions Recommended as a result of assessment:**

Eliminate or create more distracters for questions 2, 3, 7, 9, 10, 12, 14, 24, 34, 35, 41, 43, and 44, where most students (85% or more) are getting the questions right at both pre and post tests. If students already have this knowledge, we need to place less emphasis on these concepts in curriculum. Less time should be placed on knowledge acquisition of the definitions of ethics, values, integrity, etc. since students seem to already understand these. More time could be allocated to applying the concepts in activities and discussions, and consequentially better assessment questions could be written to determine if students can apply the concepts learned. More activities should be implemented where students' values and ethics are challenged and clarified.

Re-write question 19. Choices for answer are too difficult. "A" is the best answer, but many students feel it is "C," which is not entirely incorrect.

Re-write answers to question 38. Results show students are conflicted between answers "B" and "C" which is understandable given the wording of the answers.

Based on Fall results, if we wanted to score the subscales "Values, Integrity, Ethics and Community" we would need to do a significant amount of work to make the questions within those subscales more correlated with each other. At this point, it does not seem necessary to consider subscale scores to determine the success of the program.

Facilitators should provide more examples of "fidelity" to students for clarification.

As noted above, other ways/questions to measure the impact of this program should be considered. This instrument evaluates whether students memorized definitions and concepts, rather than whether they have examined their own values and will apply what they have learned in future decision-making.