BGSU.

Student Achievement Assessment Committee (SAAC) Long-Form Assessment Report Guidelines

The purpose of the following outline is to facilitate the preparation of long-form assessment reports. The outline contains elements of an exemplary program assessment report. It also provides goals to aim for when improving assessment procedures and reporting. The main goal of assessment or "assurance of learning" is to improve the effectiveness of our academic and co-curricular programming.

The goal of the long-form assessment report is to describe the assessments completed during past academic years and how the results are being applied to improve programs. Key to an exemplary assessment program is demonstrating how the student achievement data that has been collected is being used to improve the degree program. Information and data reporting using the short-form assessment reports and accreditation/program review should be utilized in completing the SAAC Long-Form Assessment Report. If you have any questions about programmatic assessment reporting, please see your SAAC representative or the Associate Director of the Office of Academic Assessment (Jessica Turos, jmturos@bgsu.edu).

I. **Plan for Student Assessment**
    A. **Learning Outcomes Assessed**. Identify the specific program Learning Outcomes (per catalog listing) that were assessed as outlined in the SAAC Program Assessment Plan and Reporting Cycle Guidelines.
    B. **Methods and Procedures Description**. Direct indicators of student learning are preferred, although indirect measures also may be used to supplement the information gathered about student learning. For each learning outcome assessed this year, clearly describe the methods and procedures used.
        I.   Report the student sample size and course/level of the assessment used.
        II. Report on the type of assessment (direct or indirect).
        III. Identify when the data is embedded as part of the requirements for a course, a prescribed formalized test, or other program requirement (e.g., portfolio). Embedded assessments used for systematic data collection generally are preferable to ad hoc procedures.
        IV. Indicate if the data was collected within capstone class/assignment for the program.
    C. **Target Level Achievement.** Report the expected level of student achievement.
    D. **Assessment Instruments or Rubrics.** Describe or attach assessment instruments and rubrics used.

II. Results and Conclusions

    A. Repeat Learning Outcomes Assessed.

    B. Assessment Results. Clearly describe the results of each assessment method from past short-form reports and accreditation/program review. Report the proportion of students that did not meet, met, or exceeded expected levels of competency as defined by the program.

    C. Results Description. Provide a brief narrative describing results. Compare results to past trends, as appropriate. Include tables, charts, or other visuals to highlight key findings, as appropriate. Describe the findings in a way that makes it clear how they provide the basis for program decision making.

    D. Evaluate Assessment Methods. Briefly discuss strengths and weaknesses of the assessment methods used.

III. Closing the Loop

    A. Connect Results and Program Changes. Clearly describe the connection between assessment results and program changes.

        I. Identify actions taken and/or logical next steps for changes to the **program.**

        II. Identify target completion dates of action steps.

        III. Identify person or group(s) responsible for each action step.

        IV. Identify necessary resources.

    B. Learning Outcome Changes. Clearly describe the connection between assessment results and changes to programmatic learning outcomes.

        I. Identify actions taken and/or logical next steps for changes to the **learning outcomes.**

        II. Identify target completion dates of action steps.

    C. Assessment Methods/Plans Changes. Clearly describe the connection between assessment results and changes to assessment methods/plans.

        I. Identify actions taken and/or logical next steps for changes to the **assessment methods/plans.**

        II. Identify target completion dates of action steps.

    D. Consideration of Prior Feedback. Briefly explain how previous feedback from assessment report reviewers has been considered and acted upon, as appropriate.

    E. Showcasing Student Learning. Explain how assessment results have been/will be used to showcase or promote student learning success or program achievements in student learning, and have been communicated to specific target audiences.