

Writing Course Assessment Reports

Preparation

Data Collection:

The most important aspect of preparation for the report is the collection of the necessary data. A course's performance indicators (the assignments, tests, quizzes and other assessment activities) should be designed to measure the learning outcomes listed on the Master Course Record.

For the purposes of the report, a percentage figure representing each student's achievement in each of the learning outcomes on the Master Course Record is required. This data allows us to measure the proportion of the class which meets the College's 75% performance standard for each learning outcome, although, usually, only four learning outcomes are examined in the report.

As the writer of the report, you should also liaise with the instructors of any other sections being delivered at the same time in order to collect outcome data as described in the previous paragraph, so that, in the report, the course is fully represented by all its sections and the data can be easily combined. The thoughts and experiences regarding issues arising from the assessment of learning objectives, if students particularly struggle in a particular area of the course, and suggested remedies for these issues, should also be collected. If there was a previous report, this should be referred to before the beginning of the reporting semester as the learning outcomes for reappraisal may be identified here so that the means to measure improvement may be decided.

Previous Reports

Previous Course Assessment Forms are archived in the shared area:

Shared/Academics/Assessment/Courses/Course Assessment Reports

Please refer to previous reports to identify any learning outcomes in need of reassessment. In the absence of any previous reports, you should select the lowest achieving learning outcomes for examination. If this is not possible, work through the learning outcomes numerically.

Action Planning

The report requires you to submit data which demonstrates the achievement of students on the course with regard to the learning outcomes of the course. If a learning objective in the report meets the 75% performance standard, then a comment on how this level will be maintained would be appropriate. However, if a learning outcome does not meet the 75% performance standard, a strategy must be recorded which address the areas for development identified in the Conclusions section by the courses instructors.

If multiple sections of the course are being taught, all instructors should contribute both outcome data and strategies for the action plan, if needed. A draft copy of the report should be shared with them for comment before it is finally submitted.

Please see the following Course Assessment Report template for more information on completing the various sections of the report.

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: Taken from the Master Course Record (Shared/Academics/Master Course Record Forms)	Academic Term and Year of Assessment Activity (Ex: Fall, 2014)
Report Submitted By: Your name here	Number of Students Assessed: Combine sections
Date Report Submitted:	Number of Sections Included:
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Information regarding other sections can be found on each semester's Master Faculty List.	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
Taken from Master Course Record: 'Role in College Curriculum' section (Shared/Academics/Master Course Record Forms)

Assessment Methods									
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.									
A description of the tools and methods used to arrive at the assessment results is needed. A table like the one below demonstrates the methods used to assess each learning outcome, although further information could be added regarding the nature, requirements and weighting of each the tests and assignments listed. All sections should be represented.									
Learning Outcomes	ASSESSMENT								
	Tests: 30% of final grade						Writing: 70% of final grade		
	1	2	3	4	Mid Term	Final	Assignment 1	Assignment 2	
1	✓		✓	✓	✓	✓			✓
2	✓				✓	✓	✓		✓
3	✓	✓	✓	✓	✓	✓	✓		✓
4	✓	✓			✓	✓	✓		✓
5	✓		✓	✓	✓	✓			✓
6	✓			✓	✓	✓	✓		✓

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Assessment Results

Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.

Information regarding student achievement of the learning outcomes can be represented in tables and charts.

If learning outcomes are being re-examined, longitudinal progress should be charted. A table like this one displays the relevant data succinctly:

Learning Outcomes	# Students on course (all sections)	# Students 75% or above	# Students 75% or below	% Meeting Outcome
Outcome 1	15	15	0	100
Outcome 2	15	12	3	80
Outcome 3	15	13	2	86
Outcome 4	15	10	5	67
Outcome 5	15	4	11	27
Outcome 6	15	12	3	80

From this information, two learning outcomes (4 and 5) did not meet the 75% performance standard and should be examined in the Conclusions and Action Plan sections below in addition to any outcomes which did not previously meet the standard.

Course Level Assessment Summary of Outcomes, Indicators and Results

Add additional rows to table if necessary

Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Outcome text from Master Course Record				
Outcome 2:				
Outcome 3:				
Outcome 4:				

* Please note if using a different minimum performance standard.

Conclusions

Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.

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An overview of the assessment outcomes in terms of the outcomes met/not met and factors influencing those outcomes.

Previous Assessment Reports and Results

Date of Previous Assessment:

List of Outcomes Not Met:

Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.

**This information can be found in previous Course Assessment Reports found in Shared/Academics/Assessment/Courses/Course Assessment Reports.
If none are available, write N/A.**

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.

Factors negatively affecting achievement of learning outcomes, and strategies intended to remedy this, should be identified here, as should any recommendations to make course changes, refinements or adjustments.

**The Date for Reassessment can be found using the Course Review Cycle:
Shared/Academics/Assessment/Courses/Course Review Cycle**

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

Date: