Academic Assessment Timeline and Requirements
2017–2018 Academic Year

- **Due February 28:** DUPs and DGPs:
  - Upload completed reports to the APA Application (*Generally speaking, the data being reported will come from the previous calendar year (2017) and, if appropriate, 2016. (All data must be new, i.e., not used in a previous assessment report*) Link: go.ncsu.edu/APA
- **Due March 30:** Department heads:
  - Evaluate departmental reports according to the criteria in "A Guide to Creating and Evaluating Outcomes Assessment Reports"
  - Return reports that do not meet the criteria to program directors to revise until criteria are met
  - Write department Summary Report
- **Due April 30:** Deans (Dean's designee):
  - Evaluate college reports according to the criteria in "A Guide to Creating and Evaluating Outcomes Assessment Reports"
  - Return reports that do not meet the criteria to department to revise until criteria are met
  - Write college Summary Report
  - Notify the facilitators (Carrie Zelna and Mike Carter) when this stage is complete

Basic UNDERGRADUATE Requirements:

1. All outcomes must be assessed within a 3-5 year cycle and assessment must occur each year. Not all outcomes must be assessed every year, *but all outcomes must be assessed within a 3-5 year cycle.* For example, if your department has 4 outcomes identified, you do not need to assess all 4 each year, but you must assess at least 1-2 outcomes annually, and one of these outcomes must be an outcome that was not assessed the previous year. For example, if a department has a particular outcome it assesses each year, the assessment map might look something like this:

Example Assessment Cycle Map

	Learning Outcome A	Learning Outcome B	Learning Outcome C	Program Outcome D
Year 1	X	X		
Year 2	X		X	
Year 3	X			X

In this example, the department is assessing Outcome A annually (which is fine) but they also assess a new outcome in each cycle, ensuring that all outcomes have been assessed within a three-year cycle.

2. Outcomes: Every Undergrad program must have approximately 4 to 7 LEARNING outcomes (what the student will know or be able to do). Some programs will choose to have *Program Outcomes* as well. For example: "X will maintain ongoing contact with alumni." **A learning outcome must be measured each year in addition to any program outcomes.**
3. Evidence:
   a. Direct evidence must be used for each learning outcome being assessed.
   b. Indirect evidence may be used to supplement direct evidence, but indirect evidence alone is not sufficient.
   c. For the assessment report in the APA Application, as noted previously, the data being reported must be recent (usually it will be from the previous spring or fall or a combination of these terms).
4. Sampling:
   a. should be representative of your student population (usually seniors)
   b. large enough to observe trends
   c. senior level capstone courses are often ideal for sampling if you have one in your curriculum
5. Analysis:
   a. Data must be reported at a level such that strengths and areas for improvement within the outcome can be identified. Overall means or other holistic scores do not allow for identification of either. Grades should not be used as performance indicator as they are holistic.
   b. When using a rubric, data should be presented at the item level (i.e, each aspect of the rubric).
   c. When reporting means, frequencies/percentages should also be provided as this can also help uncover patterns or trends useful in highlighting strengths and areas for improvement.
      > Example: In a class of 10 students, the mean score on one set of questions tied to an element of an outcome is 80. This does not tell the full story. Perhaps all 10 received an 80 and are generally mastering the skills, or perhaps 5 received a 100 and 5 received a 60. The latter would certainly raise concern.
6. Decisions: For each area for improvement, the report describes *new actions* that have already been taken to improve students' achievement of the specific outcome, such as "We developed…," "We revised…," "We implemented our plan to…" (note past tense). Do not use language such as "We are considering.., We may…"

Basic GRADUATE Requirements:

1. Assessment Cycles
   Graduate programs must assess all outcomes at least every three years. The current assessment plan for every program should already have this three-year assessment cycle in place. Since the majority of programs have three objectives, DGPs in those programs will assess the outcomes for one objective each year. Programs with two objectives will also assess the outcomes of one objective each year for a two-year assessment cycle. Programs with more than three objectives will assess the outcomes of more than one objective in at least one year in their three-year cycles.
2. Outcomes
   All assessment plans must contain student learning outcomes, what students should be able to do in order to demonstrate learning. Most plans also contain program outcomes, what programs are expected to achieve in order to continually improve.
3. Evidence
   Evidence for each outcome reported in column 2 of the reporting template must match the evidence in the assessment plan. The evidence must also be appropriate to assessing each outcome. Some evidence is almost never appropriate for assessment, e.g., students having taken particular courses, grades in courses, holistic rubric scores, test grades, number of students passing prelims. The information these provide is too general for identifying specific areas for improvement.
4. Acceptable reports
   To be acceptable, reports must meet the criteria in "A Guide to Creating and Evaluating Outcomes Assessment Reports."