

Academic Assessment Timeline and Requirements 2018–2019 Academic Year

NOTE: There are three different reports throughout the process. The first is the **program Assessment Report** written by the Program Director/Coordinator, and second is the **department Summary Report** written by the Department Head, and the third is the **college Summary Report** written by the Dean.

Timeline of the Academic Assessment Process:

- **DUPs and DGPs: Write the program Assessment Report by February 28, 2019:**
 - Write and route completed reports to department head in the APA application: go.ncsu.edu/apa
- **Department Heads: Review program Assessment Report(s) by March 29, 2019 and write department Summary Report by April 19, 2019:**
 - Evaluate the department’s program assessment reports according to the criteria in “Rubric to Review Academic Assessment Reports”
 - Return reports that do not meet the criteria to program directors to revise
 - Write **department Summary Report**
- **Dean’s Designee: Review program Assessment Reports by April 30, 2019 and write college Summary Report by May 17, 2019:**
 - Evaluate college’s program assessment reports according to the criteria in “Rubric to Review Academic Assessment Reports”
 - Return reports that do not meet the criteria to department to revise
 - Write **college Summary Report**

Basic UNDERGRADUATE Requirements:

Each degree program and transcribed certificate:

- Will have a set of comprehensive, measurable student learning outcomes (often 4 to 7);
- Will assess all outcomes within a 3 to 5 year cycle (three example assessment plan cycles are illustrated below)

Example Assessment Plan (Outcome A measured annually)

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

Example Assessment Plan (2 outcomes measured each year)

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

Example Assessment Cycle Map (1 outcome measured each year, except year 3)

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

- Will use direct measures of learning that are specifically aligned with the outcomes;
- Will analyze the data at a level that allows for the identification of strengths and areas for improvement within the outcome (e.g. no holistic rubric scores, no test or course grades, but scores for elements within the rubric or sets of test questions mapped to an element of the outcome are suited for analysis);
- Will make clear decisions based on the data collected (e.g. change to the curriculum, change to a course, change to an assignment, or the determination that no change is currently necessary).

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Additional resources for the Undergraduate Academic Assessment Process are available at the Office of Assessment website:

<https://assessment.dasa.ncsu.edu/academic-assessment/undergraduate-academic-assessment-process/>

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.”