**Office of Academic Effectiveness**

**Guidelines for Annual Assessment Planning and Reporting**

| **Key Dates** | **Assessment Activity** | **Responsible Party** |
| --- | --- | --- |
| Between June - September  | 1. Prepare the upcoming year’s Assessment Plan. The previous year’s assessment report should inform the plan.
2. Specify Program-Level Student Learning Outcomes (SLOs) **(i.e., Step 1 on the Academic Program Assessment Template)**.
3. Identify measures to assess outcomes (direct and indirect where appropriate) **(i.e., Step 2 on the Academic Program Assessment Template)**.
4. Establish target performance levels for each measure associated with the outcomes **(i.e., Step 3 on the Academic Program Assessment Template)**.

 1. Review course syllabi as necessary to ensure that course-level student learning objectives are included and appropriately mapped to program-level student learning outcomes.
2. Where applicable, begin to implement and monitor planned assessment activities for the summer.
3. Where applicable, analyze and summarize summer assessment results for programs that begin assessment activities in the summer.
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| August  | Where applicable, begin to implement and monitor planned assessment activities for the fall. |  |
| **September 30** | **Complete Academic Degree Program Assessment Plans**  |  |
| By Mid-December | 1. Analyze and summarize fall assessment results.
2. Review results in alignment with target performance levels and determine if mid-cycle changes are necessary.
3. Maintain meeting minutes or agenda to document discussions around assessment activities/performance.
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| January | Where applicable, begin to implement and monitor planned assessment activities for the spring.  |  |
| By May 30 | 1. Analyze and summarize assessment results.
	1. Analyze and summarize actual results for each measure in alignment with the outcome **(i.e., Step 4 on the Academic Program Assessment Template)***.*
	2. Indicate performance level for each measure as described on the assessment template:
		1. *Target Performance Level Achieved*
		2. *Target Performance Level not achieved but improvements realized when compared to performance in previous cycle*
		3. *Target Performance Level not achieved or performance decreased or remained the same as in previous cycle.*
2. Use results to improve outcomes.
3. Discuss results with program faculty and other key stakeholders and collaborate on action plan for improvement **(i.e., Step 5 on the Academic Program Assessment Template)**.

Use the following guiding questions to help you develop your narrative for Step 5:* + 1. How were assessment results shared with program stakeholders (i.e., program leadership, faculty etc.)?
		2. How has the program used assessment results for improvement?
		3. What action(s) has the program taken over the course of the assessment cycle or will take in the upcoming assessment cycle for improvement in student learning?
1. Complete the Follow-Up Report from the previous assessment cycle **(i.e., Step 6 on the Academic Program Assessment Template)**. The follow-up report should be structured as follows:
2. Column 1 – Previous Cycle’s Expected Outcome.
3. Column 2 – Describe Actions Taken Based on Previous Cycle’s Results.
	* 1. Provide a brief narrative of what the program said they would do for improvement and if it was done.
4. Column 3 – Summary of Key Findings.
	* 1. Describe key observations as a result of the action taken?

***Note:* Maintain meeting minutes or agenda to document discussions around assessment activities/performance.**  |  |
| **May 31** | **Academic Program Assessment Reports are due to the Office of Academic Effectiveness** |  |

***Note:*** This document should be used as a guide in planning and organizing your assessment activities. For additional questions, please contact the Director of Assessment in the Office of Academic Effectiveness at franz.reneau@gatech.edu.