

ASSESSMENT REPORT TEMPLATE

{INSERT A DESCRIPTIVE TITLE FOR THE ASSESSMENT ACTIVITY HERE}
{ADD A SUBTITLE, WITH DATE... YOU MAY WISH TO USE WORDS SUCH AS “FOLLOW-UP”
OR “INITIAL REPORT” IN YOUR SUBTITLE}

Overview: This report template provides suggested sections that can be completed before, during, and after the implementation of an assessment project. Working through each section will result in documentation of assessment that is goal-driven and action-focused. Some sections may not be suitable for the particular project on which you are working, but all reports should reference (1) relevant goals, preferably at both the College and unit level; and (2) the actions proposed or taken as a result of the assessment. You may wish to add sections not listed below or provide attachments as necessary.

This template is meant to be an inspiration—not a prescription.

Any questions regarding this template can be sent to QTA@pct.edu.

Background Information Regarding Goals

The institutional goals guiding student learning and institutional effectiveness can be referenced as found in both the *Catalog* and the *Long Range Plan*, as noted below:

Penn College’s “Goals of the Core Curriculum” (*Catalog*, Ref: www.pct.edu/catalog/Core.htm) are as follows:

1. Structure written and verbal communication that is clear, coherent, unified, and focused.
2. Operate successfully in the workplace and in social, political, and decision-making environments using skills and knowledge developed from a comprehensive program of study.
3. Use current knowledge, access new information, integrate material from diverse fields, and work effectively with others to define and solve problems and adapt to change.
4. Professionally and ethically strive for excellence, which contributes to the community, society, and the global environment.
5. Understand that personal and social productivity and creativity are integrally linked with maintaining physical and mental health and with a commitment to learning as a lifelong endeavor.
6. Use computers for word processing, organization of data, communication, research, and for quantitative and analytical purposes.
7. [Successfully employ quantitative literacy skills.]

The Penn College *Long Range Plan* Goal Areas, found in the *LRP*, are as follows:

1. Instruction
2. Student Support
3. Academic Support
4. Institutional Support
5. Public Service

These goal areas are supported by task statements, to which many assessment projects bear direct relevance. These can be identified by skimming through the most recent edition of the *Long Range Plan*.

School and Unit Goals

The next “level” of goals is at the school and unit level. Penn College’s eight schools each have identified a mission statement from which their goals are typically driven. Similarly, many service and support units have delineated their goals. Most goals can be found on the websites listed below.

School of Business & Computer Technologies	http://www.pct.edu/schools/bct/mission.htm
School of Construction & Design Technologies	http://www.pct.edu/schools/cdt/mission.htm
School of Health Sciences	http://www.pct.edu/schools/hs/mission.htm
School of Hospitality	http://www.pct.edu/schools/hos/mission.htm
School of Industrial & Engineering Technologies	http://www.pct.edu/schools/iet/mission.htm
School of Integrated Studies	http://www.pct.edu/schools/is/mission.htm
School of Natural Resources Management	http://www.pct.edu/schools/nrm/mission.htm
School of Transportation Technology	http://www.pct.edu/schools/tt/mission.htm
Service and Support Units (contact list)	http://www.pct.edu/contact/directory.htm

Program and Course Goals

Goals for programs can also be found on most program websites, and these are what drive the goals, in the form of student learning outcomes, for individual courses and service events. Course goals can be found on course abstracts and syllabi. Other kinds of goals that you may wish to reference include goals that you personally have set for a particular event or service, or goals and standards that are prescribed by accrediting councils. Please note that the word “goal” is taken loosely in this context. You can substitute the words “student learning objective” or “competency,” for example, when it is appropriate.

ASSESSMENT REPORT SECTIONS

COMPETENCY/GOAL/OBJECTIVE BEING ASSESSED

Institutional goal: Reference relevant goals as identified in *Long Range Plan* or *Catalog*.

School or service area goal: Copy and paste the relevant goal here. Please cite the source.

Department, program, or unit goal: Reference by number, or copy and paste here.

Course(s) goal(s)/objectives (if applicable): Attach appropriate syllabus or course abstract.

Any other applicable goal: Please cite the source of other goals if/when referenced.

BACKGROUND FOR ASSESSMENT

Briefly describe the reason for conducting the assessment. Include the background information needed to “set the stage” for the assessment project. For example, was the assessment a follow-up study to a curricular change? Does it investigate a newly offered service? Was it requested by a particular accrediting council? Whatever the reasons, include them here. You may wish to support your background info with a brief literature review, especially if you look forward to publishing the report or if you are trying to identify “best practices” of a particular service.

ASSESSMENT PERFORMED BY...

Who conducted the assessment? Include committee/workgroup name and members, with titles, if applicable.

DATE/TIMELINE OF ASSESSMENT

What is the timeframe covered in this report? Has the assessment already begun, or is this a projected timeframe? Note: Some projects might seem like a “never-ending story,” so you might find it easier to focus in on the timing of a particular activity. The purpose of this section is to provide your reader with an understanding of when what was done or planned to have been done.

WAS THE ASSESSMENT EMBEDDED IN COURSES?

If so, which courses? If not, how was it administered?

ASSESSMENT MATERIALS AND METHODS

Was the assessment quantitative or qualitative, or both?

What tools were developed and used? Were they purchased or standardized instruments, or were they developed locally? Were they based on a literature review? Give as much information as you can to describe the tools used.

Please attach the tools used (examples: survey, focus group questions, exam or quiz items, etc.).

RESULTS/FINDINGS

Summarize the findings here. Do not make your reader search through raw data (please attach relevant raw data and/or aggregated data instead, if warranted).

DISCUSSION OF RESULTS

(Narrative) Looking at the summary of findings above, interpret the results for your reader. What does it mean? Could it mean different things to different audiences? Are there any trends in the results? Are there anomalies? You may find it useful to break this section into sub-components.

HOW RESULTS WERE (OR WILL BE) SHARED

There are many ways results can be shared (e.g., via committee/departmental/school meetings; via conferences; via publications). Who are your stakeholders, and how do you plan on sharing the information with them? If results have not yet been distributed to stakeholders, indicate the plans for sharing, if they exist.

RECOMMENDATIONS BASED ON RESULTS

Is more study needed? Did you find something “worked” or “needs improvement”?

Are resources needed or being requested based on the assessment results?

Will there be a change in services offered or a curricular revision based on the results?

HOW RECOMMENDATIONS WERE DEVELOPED

Who had input into the recommendations that were made? Committees? Faculty? Students? Full departments, schools, or programs? How was the input solicited? When did this occur?

IMPLEMENTATION OF RECOMMENDATIONS

Did this assessment actually result in action? Did it result in confirmation that things should remain the way they are?

What changes occurred *or are planned to occur* based on the recommendations? How do you plan to follow up on any recommendations for change?

Note: This could very well be a forward-looking section that anticipates change. If so, state when you will do an assessment of that change. *This will lead to a new assessment cycle, with the goal of figuring out whether the current recommendations/implementations were effective.*

TOTAL NUMBER OF HOURS SPENT CONDUCTING ASSESSMENT

Assessment can be time-consuming. Document the time spent and how it was spent. Would you change something in the future to make the process more efficient? Being as thorough as possible here will help you plan for the next assessment cycle when you revisit the recommendations and implementation brought forth in this report to determine their effectiveness.

NOTE: Adoption of this template by other institutions and entities is acceptable with appropriate attribution to Pennsylvania College of Technology.