

# University of Detroit Mercy

## Instructions for Annual Assessment Report

The Assessment Team seeks to collaborate with departments/programs to ensure that effective assessment of student learning is in place across the University. To assist us in meeting this goal the Team requests you visit the URL [www.udmercy.edu/academicaffairs/assessment/annual-reports/](http://www.udmercy.edu/academicaffairs/assessment/annual-reports/). Your participation and cooperation in this process is important to help us build on our strengths and identify those areas requiring improvement. If you have questions or comments, or need clarification about the process, please contact Rose Higgins, Chairperson, Assessment Team at [Higginro@udmercy.edu](mailto:Higginro@udmercy.edu) or Liz Roberts-Kirchhoff, Director for Assessment at [Robkires@udmercy.edu](mailto:Robkires@udmercy.edu).

The report form is straightforward; however the Team requests your attention to the following areas.

1. On Form A, list **student learning outcomes**, not those for the department/program or faculty. The number of outcomes will vary from area to area. Most departments/programs have identified four to six. If your accrediting agency requires more detailed statements, select those most focused on student-learning.
2. As soon as convenient, and during the Fall term, the department/program needs to meet to identify which of the student learning outcomes it will **focus on for the academic year**. The meeting convenor can be the individual responsible for assessment, department/program director or designee. Based on your discipline, as well as other factors, you may focus on a single outcome or select two or more outcomes. For *each* goal, use Form B, the sheet titled “Student Learning Outcome #.”
3. For each student learning outcome identified, determine the specific assignment or other activity that is the **primary instrument you use to assess that outcome**. You must identify one *direct* measure. You may decide on as many *indirect* measures as you wish. See point # 4 for definitions of these terms. This information goes in Form B, Item #1.
4. **Direct vs. indirect measures.** Barbara Walvoord, in *Assessment Clear and Simple*, makes a useful distinction between direct and indirect measures. **Direct measures** “include immediate evaluation of a student performance, such as a test, paper, project, laboratory procedure, musical performance, or similar activity. It is important that such performances are measured against a set of explicit criteria that are drawn from the departmental goals for student learning.” **Indirect measures** “are less immediate, but nonetheless relevant evidence of student learning. They include, for example, student reports about what they learned... or the record of job placement, graduate school admissions, or fellowships and prizes won by graduating majors.”
5. The Assessment Team is suggesting an **embedded senior assignment** as the direct measure of learning. We ask for a *senior* assignment because we are looking for evidence of program outcomes, **not** course outcomes. An *embedded assignment* will serve a dual purpose—to provide students an opportunity to earn a grade but also to assess how all the

senior students in the program demonstrate their mastery of the particular student learning outcome. If you have identified another method to directly assess the student learning outcome, the Team encourages you to use that method.

6. Form B, Item #2 requests that you identify the **faculty member(s)** who are responsible to analyze the mastery of the learning outcome and the time of year that the activity will be conducted.

**7. The Forms A and B Items # 1 and #2 are due December 1, 2007**

8. At the end of spring term, but prior to May 15, each department/program should schedule a **meeting focused on assessment**. At that time, the results of analysis of the measurement that occurred during the 2007-2008 academic year should be discussed by the faculty. The strengths and weaknesses of student learning in the outcome(s) under consideration should be identified. Following a review of the information, departments/programs should discuss recommended changes in instruction, curriculum or sequencing to address those areas still requiring improvement or enhancement. This information is summarized in Form B, Items #3-6 and is due **May 15, 2008**. However, depending on the items assessed, the data may be from a previous year.
9. The assessment process includes assessing changes that occurred to complete the cycle. Each, department/program is required to report back to the Assessment Team the following year documenting the effectiveness of changes that were identified and implemented. A response to Form B Item #7 is due **May 15, 2008** as well.
10. PLEASE NOTE. The assessment process and reporting requirement includes **two academic years: 2007-2008** for Items # 1 – 6 and **2008-2009** for Item # 7.
11. In the fall of 2008, you will again be required to complete Form B for consideration of new student learning outcome for evaluation. In effect, once this process gets underway, departments/programs are expected to work on two different stages of the form each year.

For more information and submission website, visit  
[www.udmercy.edu/academicaffairs/assessment/annual-reports/](http://www.udmercy.edu/academicaffairs/assessment/annual-reports/).

The Assessment Team appreciates the effort and work involved in the process. Thank you for your anticipated cooperation on this important strategy for the University.

*The Assessment Team acknowledges Seattle University's  
assessment website as the source of ideas for the report form.*