

Assessment Reporting Guidelines

Support Units

All support units are required to have assessment plans (outcomes, means of assessment and criterion for success) and report the components below annually in Nuventive Improve.

Annual Assessment Reports Due:

August 1st

Report Components

1. Report Component: Actions Taken

Actions Taken are a summary of the actions staff took to improve the outcome during the last fiscal year.

Questions to consider: *What changes were made? Was the last action plan implemented?*

2. Report Component: Results

Results are a summary of the data collected from the Means of Assessment (MoA) and should be stated in terms of the Criterion for Success.

Questions to consider: *What results were generated from the MoA? Were multiple MoAs used? Was the Criterion for Success met?*

3. Report Component: Analysis of Results

The Analysis of Results is a summary of the relationship between Actions Taken by staff to improve the outcome and the Results. It includes staff's interpretation of the Results and the identification of an area for improvement or reinforcement.

Questions to consider: *In staff's professional judgment, does it appear that the Actions Taken had an impact on your Results? Were there other variables that could have impacted the Results? If so, what were they? Based on the interpretation of the results, what area(s) could be improved or reinforced?*

4. Report Component: Actions Planned

Actions Planned summarize the steps staff will take to improve or reinforce the area identified in the analysis.

Questions to consider: *What specific steps can staff take to address the area for improvement or reinforcement?*

Supporting Documentation (optional)

Attach documents to support any report component if appropriate (e.g., meeting minutes, reports, data tables, etc.).

Stand-alone support units report on only 2 outcomes.

Support units that contain multiple units (rolled up) report on 1 outcome per individual unit.

Individual divisions/colleges may set earlier deadlines and/or more requirements for reporting annual assessment data. Although individual assessment requirements may differ slightly from the institution's requirements, they must meet all institutional expectations.

Report Example:

Outcome: Increase the diversity of Assistive Technology Center users so that they represent various programs across campus and the community.

MOA: Sign-in records to document the number, purpose and affiliation of users of the Assistive Technology Center.

CFS: At least 60% of the users are from outside of the Special Education, Foundations and Research Department (SEFRD).

Includes specific actions taken during the year. References last year's action plan and explains why not all of the actions were implemented.

Results stated in terms of Criteria for Success

Comparison to last year's results and judgment on whether actions had an impact

1. Actions Taken: The last action plan included meeting with specific departments to share information about center resources, such as sessions and labs, and to make suggestions for how to embed them in their courses. The director was able to meet with faculty from the Department of Communication Sciences (Speech, Hearing and Language Clinic) and Human Development and Family Science (HDFS). Reading Education and Elementary Education programs were identified as areas that could benefit from the professional development sessions however, meetings were not scheduled due to time constraints and other items that needed attention/time. The director made queries about how to obtain promotional materials, but did not order any during this academic year due to the need to find funding that will allow this type of purchase. Templates for brochures were developed and are currently under review.

2. Results: The total number of participants in the Assistive Technology Center professional development sessions for 2015-2016 was 1485 individuals: SEFRD = 180 (12%); Outside SEFRD = 1267 (85%); Unidentified = 38 (3%). See the attached table. The criterion of 60% being outside SEFRD was met.

3. Analysis of Results: Compared to last year, there was growth in the number of participants outside of SEFRD (67% vs 85%). These are primarily a mix of Occupational Therapy, Speech Language, and HDFS students, as well as other majors who take the SPED 2000 course. While we weren't able to implement all of the actions planned from the previous year, meetings between the director and faculty were effective in diversifying participants. In looking more closely at the participants outside of SEFRD, it was noted only 20% came from other College of Education (COE) departments. These percentages highlight the need to increase COE numbers. Therefore areas to target are Reading and Elementary Education programs as well as others from COE to embed a specific professional development session(s) that is relevant to their particular program/course.

4. Actions Planned: The director will 1) work on identifying available monies for promotional materials to increase awareness of the Assistive Technology Center and its offerings across COE and university; 2) will identify specific professional development sessions that will align with specific programs, and meet with faculty in those programs to seek inclusion of a session in one or more courses; and 3) the director will seek an approved finalized brochure template and develop/disseminate center information via the brochure. It is anticipated that these actions will promote the center's mission and allow for a broader audience to engage with the Assistive Technology Center.

Area for improvement or reinforcement

Actions specifically targeting area for improvement or reinforcement