**[Insert Title of Program you are Assessing]**

*[Insert Office Name]*

*[Insert Date of Completion for Report]*

**Table of Contents**

Please outline the sections of your report below with corresponding page numbers for where each section begins. Feel free to include relevant subheadings or subsections.

|  |  |
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**Executive Summary**

Provide a brief overview or summary of your program and its key takeaways. Include in this summary the purpose of the report, key findings, supporting evidence of the key findings and recommendations for programmatic or assessment related changes.

[**Student Learning and Development Outcomes (SLOs)**](https://www.jmu.edu/assessment/sass/evidence_based_programming.shtml)

Student learning and development outcomes (SLOs) are guiding statements that identify what students should know, think, value, appreciate or do as a result of participating in student affairs programming (e.g., activities, experiences, content, curriculum, pedagogy). SLOs should be student-centered and be written clearly with precise, measurable verbs. [Click here](https://jmuedu.sharepoint.com/%3Ab%3A/r/sites/StudentAffairsProfessionals/Shared%20Documents/General/Resources/Assesssment%20Resources/Learning%20Outcomes/ObjectivesMadeEasy.pdf?csf=1&web=1&e=tpHIpJ) for some examples of measurable verbs.

Note: There is no set number of SLOs required for a program of intervention.

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| **Student Learning & Development Outcomes** |
| As a result of participating in [insert program name], students will: |
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|   |

[**Program Theory**](https://www.jmu.edu/assessment/sass/evidence_based_programming.shtml)

After creating SLOs we must then craft intentional learning opportunities to assist students in achieving those SLOs. These learning opportunities should be clearly linked to the established SLO and can include activities, content, curriculum and pedagogy. In order to create the most effective learning opportunities we want to find research or theory to support the link between each SLO and the programming (learning experiences) we are crafting. This mapping is often referred to as program theory.

Note: In order to consider issues of equity and be sure that the research and theory you are examining offers a diverse sample of students and is not effective for only one subset of student groups or identities.

Below are two tables that can be used to easily show program mapping. You may also consider using a [Logic Model](https://www.jmu.edu/assessment/sass/ac-step-two.shtml#developing) to represent this mapping. You may also provide a narrative or review of literature below instead of or in addition to the tables below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Learning or Development Outcome** | **Learning Experiences** **Mapped to Outcome** | **Research or Theory Supporting the Link between Learning Experience & Outcome** | **Equity Considerations** |
|   |   |   |   |
|   |   |   |   |
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|   |   |   |   |

**OR**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Learning Experience** | **Outcome 1** | **Outcome 2** | **Outcome 3** | **Outcome 4** | **Outcome 5** |
| (Insert learning experience) |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
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*Note*. If using this table place an “X” into the appropriate intersecting boxes to indicate which learning experiences are intended to achieve which objective(s). In this section please also cite any research that you may have examined to support that your learning experience should achieve the outcomes.

[**Outcome Measures**](https://www.jmu.edu/assessment/sass/ac-step-three.shtml)

Please outline below the measures selected or developed to show evidence to support whether students are meeting SLOs. There are many different forms of measures that can be used to determine if students are achieving SLOs. Some examples include tests, surveys, skills tests, and rubric ratings of performances or products produced as a result of the programming and learning experiences provided. Some examples of strong and direct measures of SLOs are listed below:

Outcome: “Create an accurate resume”

* Direct measure: student creates a resume to be evaluated using a rubric

Outcome: “Display inter-cultural competence”

* Direct measure: a multiple-choice test of intercultural competence or role-playing a scenario that can be evaluated by others using a rubric

Two options for a programming map are provided below.

|  |  |  |
| --- | --- | --- |
| **Outcome** | **Description of Measure used to Assess Outcome** | **Direct/Indirect** |
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The table below is useful if the wording of your SLOs do not include desired results. It provides an opportunity to state and explain the desired result.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Description of Measure** | **Desired Result** | **Justification for** **Desired Result** | **Direct/Indirect** |
|   |   |   |   |   |
|   |   |   |   |   |
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The table below provides room for reliability and validity information and equity-related considerations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Measure** | **Desired Result** | **Reliability** | **Validity** |
|  |  |  |  |  |

[**Implementation Fidelity**](https://www.jmu.edu/assessment/sass/ac-step-four.shtml)

Use the below section to describe the alignment between the planned programming (i.e., the research conducted on curriculum, pedagogy, activities, strategies) and the implemented programming (i.e., how the program actually went - what the students experienced).

Implementation fidelity data that is collected can be presented in the form of a checklist. Below are some helpful steps in creating an Implementation Fidelity Checklist:

* For each outcome, note the relevant program components that you intend to lead to the outcome being achieved.
	+ From those components develop program features or learning experiences that should be implemented to meet the desired outcomes. Planning opportunities for students to learn, develop new skills or change their perceptions.
* For each program feature/learning experience, note if the feature/experience was adhered to – did the students actually experience the activity of learning?
* Note the planned time for each feature vs. the actual time
* Rate the quality of the feature/learning experience
	+ 1 = confusing, too fast, 3 = clear, engaging
* Rate the responsiveness of students
	+ 1 = not engaged, 3= very engaged

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes | Program Components | Program Features (learning experiences) | Adherence (yes/no) | Exposure | Quality | Responsiveness |
| Planned Time | Actual Time |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
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[**Collecting Outcomes Data**](https://www.jmu.edu/assessment/sass/ac-step-five-six.shtml)

The below section includes which students were sampled, how many students were sampled, whether the students were representative of the students to which inferences will be made, whether data were collected at one time point or multiple time points, whether students were motivated to give best effort on the assessments and other threats to the validity of inferences.

 [Threats to validity](https://www.rpajournal.com/dev/wp-content/uploads/2021/09/The-Credibility-of-Inferences-from-Program-Effectiveness-Studies.pdf) could also be considered in this section. Threats to validity include external factors that may have affected results (e.g., maturity of students, setting of experience, and history effects such as pandemic, suicide on campus or election results).

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| --- | --- | --- | --- | --- |
| **Measure** | **Students sampled** | **Sample size** | **Timepoint(s)** | **Threats to Validity of Inferences** |
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[**Data Analysis / Reporting Results**](https://www.jmu.edu/assessment/sass/ac-step-seven.shtml)

The results section should communicate how well students met the stated desired outcome and are effective when presented in relation to the outcomes and implementation fidelity data. This section should also provide an interpretation of what the results mean. Historical results could be provided if available in order to determine trends across time.

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| --- |
| **Interpretations** |
| **Outcome** | **Actual Result** | **Desired Result** | **Interpretation** |
|   |   |   |   |
|   |   |   |   |
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| --- |
| **Historical Results** |
| **Measure** | **Prior results 2022** | **Prior results 2023** | **This year’s results** |
|   |   |   |   |
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[**Use of Results**](https://www.jmu.edu/assessment/sass/ac-step-seven.shtml)

Please outline below a clear and detailed plan for using the assessment results from this report.

Include any curricular and pedagogical changes that you believe will assist students in better meeting the student learning and development outcomes, and how equity issues will be addressed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Change in Programming** | **Anticipated Timeline for Implementation of Changes** | **Anticipated Impact on Equity Issues** | **Reason(s) for Change** |
|   |   |   |   |   |
|   |   |   |   |  |

**Use of Results for Assessment Improvement**

Assessment processes must continually evolve to accommodate new research, changing student demographics, evolving student affairs staff, etc. Thus, changes will likely be made to the assessment process from year to year. Changes may include modifying outcomes, changing measures, changing which students are assessed, changing data collection procedures, etc. Programs should specify past changes as well as plans for future changes and may consider providing a plan for implementation of future changes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Change** | **Anticipated Timeline for Implementation** | **Anticipated Impact on Equity Issues** | **Reason(s) for change** |
|   |   |   |   |
|   |   |   |   |

**References**

Please provide a list of any references used or cited throughout the report.