



EASTERN MICHIGAN UNIVERSITY

College or Unit Level Annual Assessment Report Template and Guidelines Report due: August 3, 2021 (Revised: October 2020)

Mission

EMU creates a culture of assessment through collaborative planning, systematic implementation, and rigorous analysis of collected data to make informed decisions that enhance opportunities for students to learn and to strengthen all curricular and co-curricular areas for the campus community.

Expectation

EMU expects all curricular and co-curricular areas to generate and implement student learning goals, collect relevant data, close the loop, and use on-going assessment processes for continuous improvement.

There are **FIVE MAIN PURPOSES** for assessing students, in terms of learning outcomes, from programmatic perspectives.: (1) to observe how well students have met the outcomes; (2) to use that information to make improvements to the course, program, instructional approach, etc.; (3) to consistently (re)examine the learning outcomes; (4) to demonstrate how curricular and co-curricular areas “close the loop” of assessment within and across academic years; and (5) to set future goals for assessing student learning toward continuous improvement.

Purpose of Unit Reports on Assessment of Student Learning

The nine units that report on assessment of student learning (see the list below), list their goals for the academic year, describe what goals were accomplished, and provide examples of how assessment data were used to enhance programs and student learning.

Unit Reports and Final Preparation for HLC’s Campus Visit

The Higher Learning Commission visited EMU in October 2017 and submitted a final report of its findings February 2018. The following template for annual reporting, in part, provides a response to comments and suggestions by HLC, which urges EMU to provide specific examples of how assessment has led to “closing the loop” in classes and programs, and to continuous improvement over time. The following excerpt from HLC’s response states its expectations:

While the institution struggles to document closing-the-loop in assessment, it is apparent that faculty are engaged in using assessment data to improve learning. The institution is encouraged to be more intentional about documenting changes made to improve learning (as opposed to improving assessment processes), as well as documenting results from subsequent assessments that will inform the institution about the effectiveness of the changes made. – HLC Reaffirmation Review, p. 42

For links to the assessment page for each of the following, go to

<https://www.emich.edu/assessment/unitsassessment.php>

- College of Arts and Sciences
- College of Business
- College of Education
- College of Health and Human Services
- College of Engineering and Technology
- General Education
- Graduate School
- Retention Programs (e.g., BrotherHOOD/SisterHOOD; Trio 3S; Edge; and G2C)
- Student Affairs & Student Services
- University Library

The assessment report should address all five items. *This template is designed to encourage you to consider and provide examples of how assessments have enhanced students' learning, or opportunities for students to learn or to demonstrate success. Therefore, reshape and describe distinctions critical to your program(s).*

1. Assessment processes:

Provide an overview of your unit's assessment program. Briefly describe expectations of programs or units in observing, charting and representing how well students have met selected learning outcomes. Provide a representative template used by programs to report assessment findings.

The EMU Library Textbook Affordability Initiative helps faculty find open educational resources and other free or less expensive readings, helps them link to electronic articles in the library collection instead of using expensive coursepacks, and provides free library e-book versions of assigned books when possible/feasible.

Textbooks are rising in cost making it difficult for students to afford to buy all of the books for their classes. Electronic books (eBooks) are an alternative for students who are taking online classes or who cannot afford to buy their books.

2. Specific examples of improvements made to courses, programs, instructional approach, etc.:

Describe illustrative examples of how your unit "closed the loop" on assessment in the past year, particularly implementing changes designed to improve student learning informed by data from assessment in AY 2019-2020.

Specific examples of improvements made to the textbook initiative

Funding was received from GameABOVE and Student Government.

More awareness of the initiative to the students, faculty and staff who might not be familiar with the initiative. www.emich.edu/library

3. Changes made to student learning outcomes and/or assessment processes (if any):

Describe any changes to student learning outcomes or assessment processes in the last year designed to improve the assessment program.

Because of COVID and many classes being brought online, more instructors and students realize the necessity for this initiative. According to the evaluation of the project, twenty-three faculty participated and thousands of students used the eBooks. 210 course sections were supported with over 5,000 enrolled students. The books are owned permanently by the library so current and future students will be able to use the materials.

4. Continuous improvement over time:

To demonstrate continuous improvement over time, provide 2-3 examples of a program's effort to "close the loop" of a 2-3 year assessment cycle. That is, use examples from programs that show evidence of assessing student learning, implementing changes, and demonstrating how the changes improved student learning.

We will continue to reach out to more students and faculty about the eBooks that we might be able to get for their classes. We will continue to use our social media sites to publicize the initiative to faculty and students.

5. Goals for AY 2021-2022:

List and briefly describe goals for the next academic year, particularly noting how the goals emerged from observations from the current year. This section sets up the foundation for next year's action and will serve as a reference for next year's report (see item #2 above).

We plan to seek more funding for eBooks and also encourage librarians to consider purchasing eBooks when feasible. This will make the collection more assessable to students who might not come to campus but need other reading material for a class.