Submission Guide

Long Form Assessment Report

When to use a Long Form

Use a long form in one or more of the following circumstances:

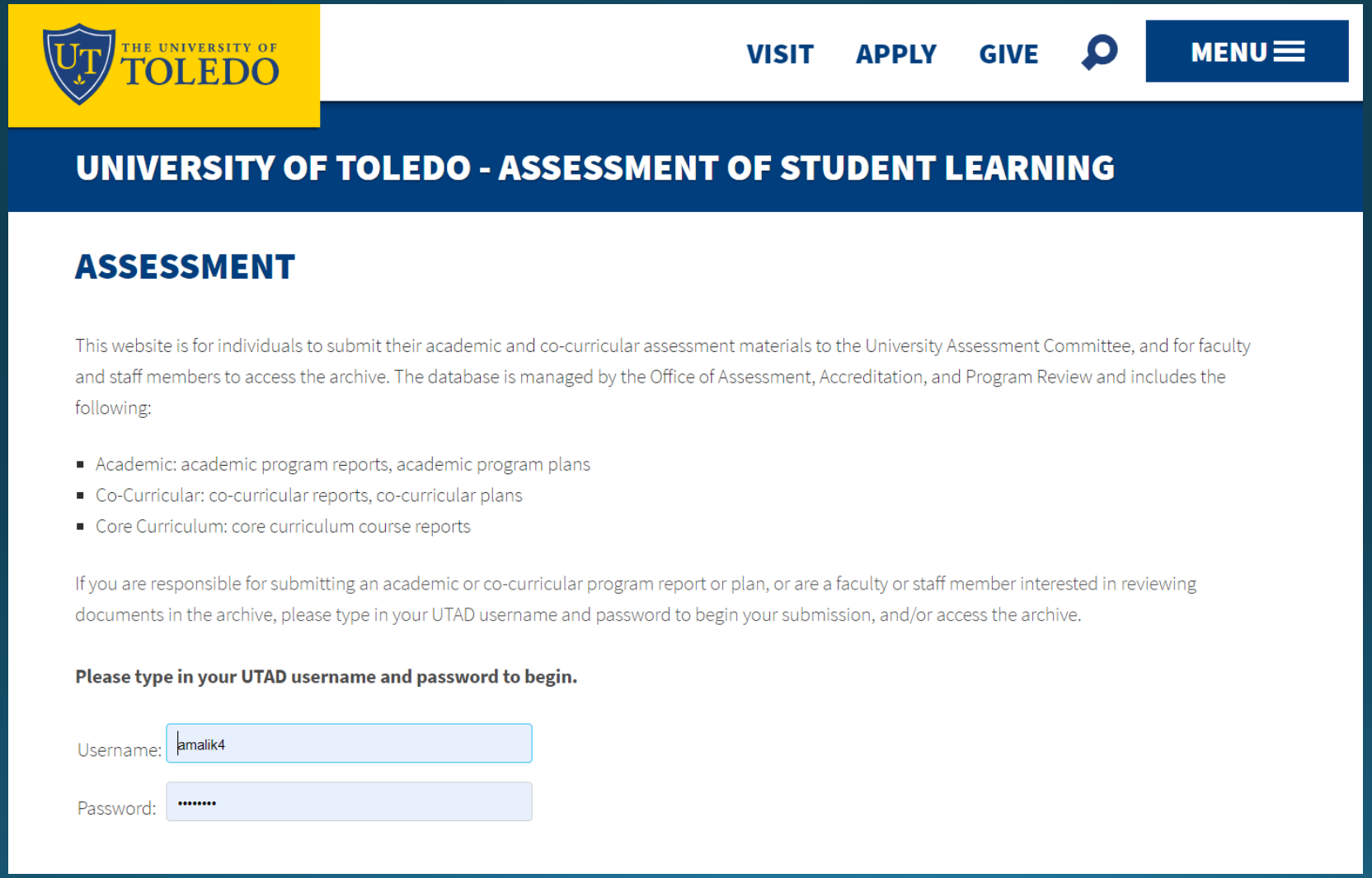
- When indicated in your assessment plan
- After multiple years (at least one year) of previously reporting annual data via the Short Form template
- The program faculty/staff would like to review data longitudinally
- In preparation for either your formal program review or an upcoming accreditation cycle (if applicable)

Short vs. Long Form

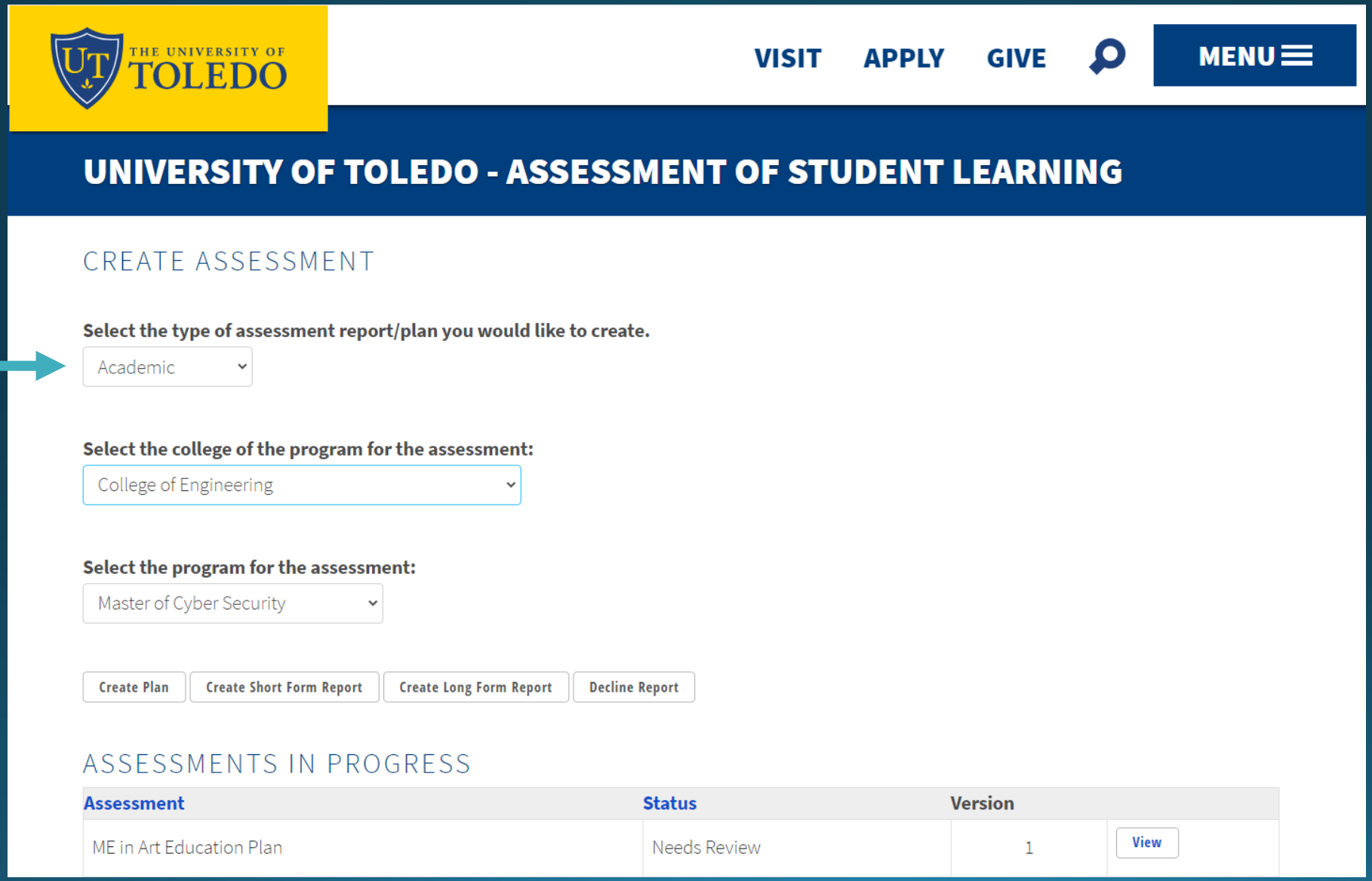
- The long form is identical to a short form for sections I. – III.
- ***Part IV. Results and Conclusions and Part V. Closing the Loop*** add additional information to the report.
- Part IV displays a table of results from previous annual short form reports submitted. It asks you to reflect on those data.
- Part V. asks you to describe actions taken and next steps based on your analysis of your longitudinal data.

Skip to slide # 18 to see the guidelines specific to the long form.

Step One: Go to http://www.utoledo.edu/offices/provost/assessment/tool/login.aspx
Enter your UTAD and password to log in.



Step Two: Select the "**Academic**" from the drop down menu as the type of assessment report you intend to create.



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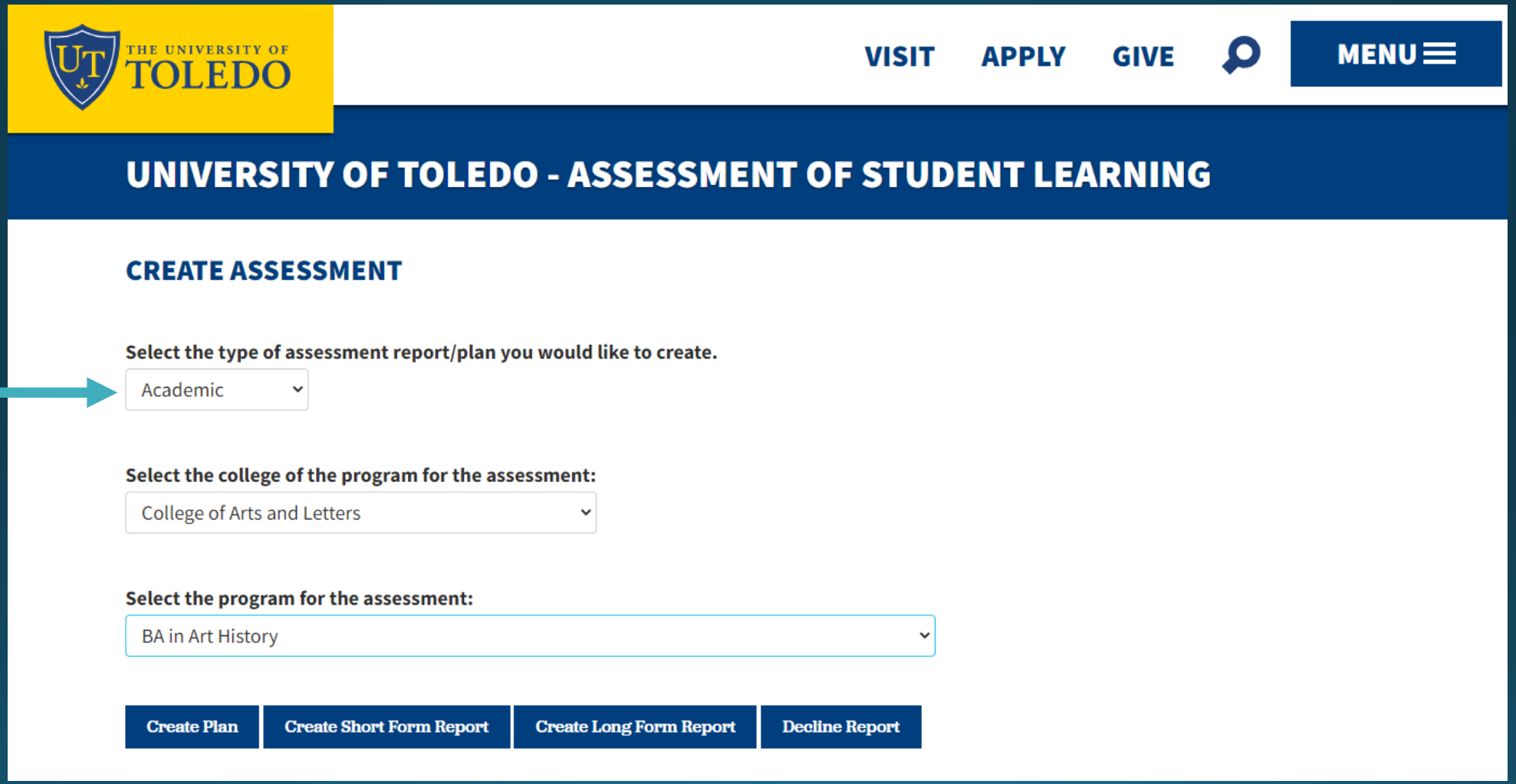
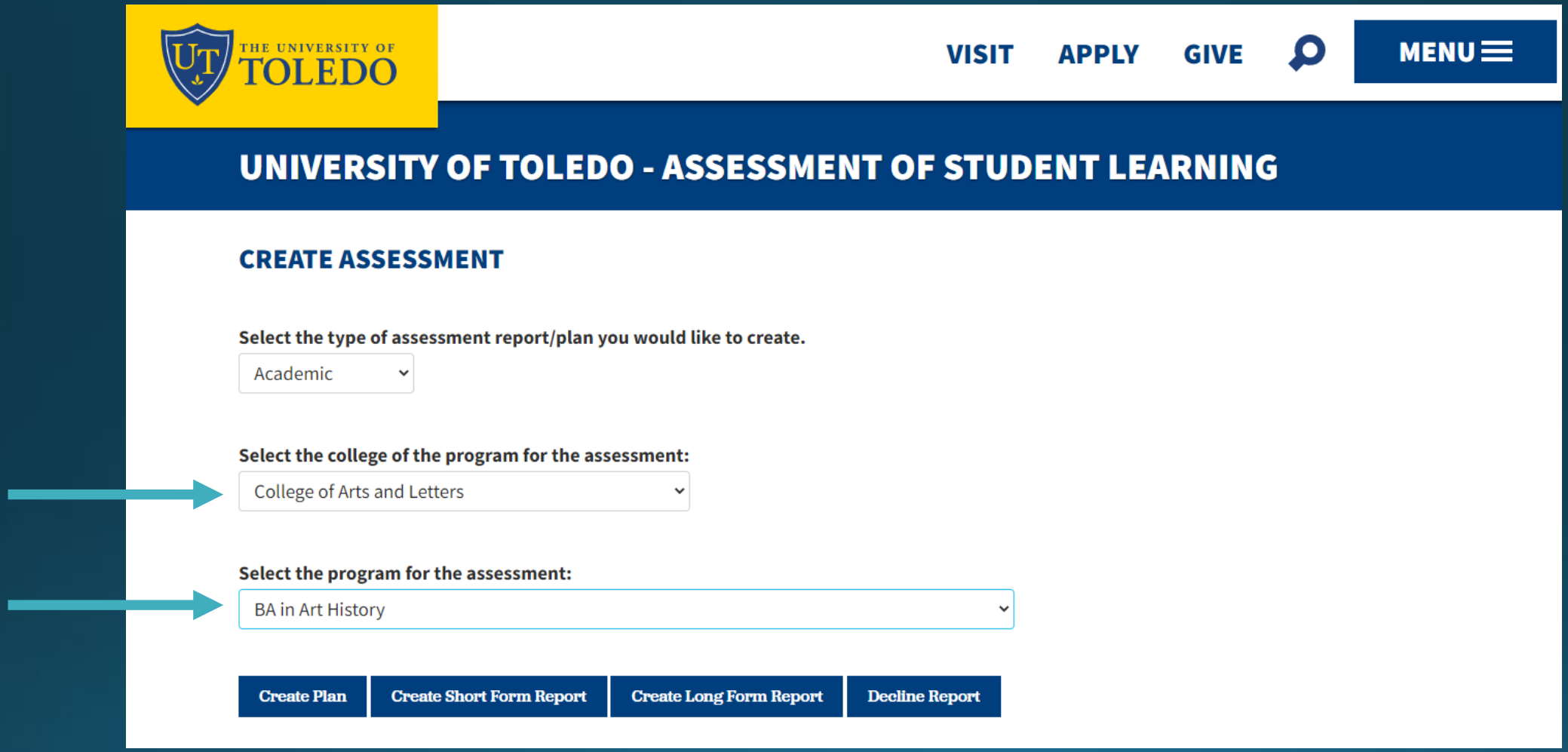
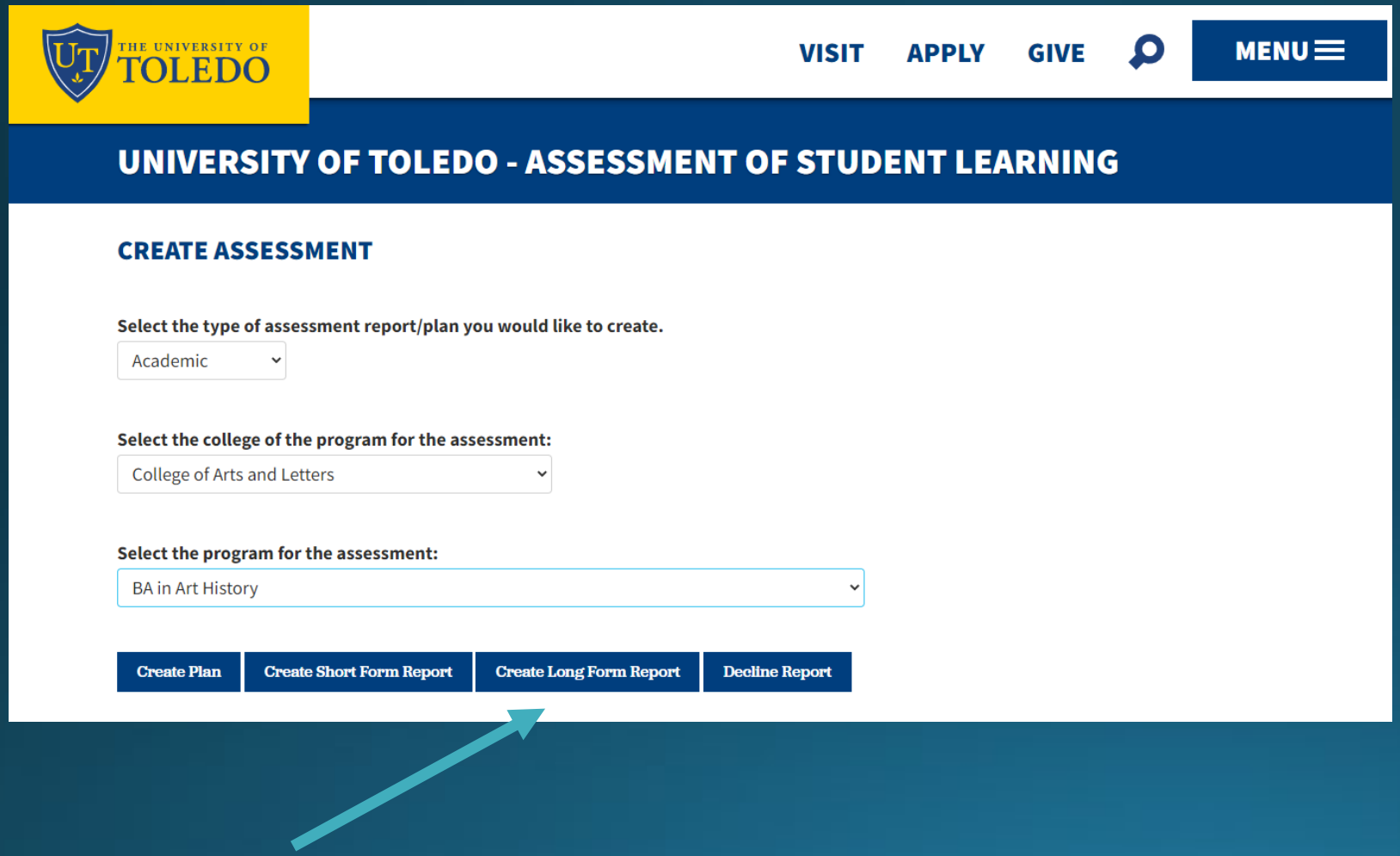


Step 3: Select your college and individual academic program from the drop down menus.



Step 4: If your academic program has data to report, click "**Create Long Form Report**." If your program does not have data to report (i.e. new academic program, no students enrolled), click "Decline Report" and follow the prompt.



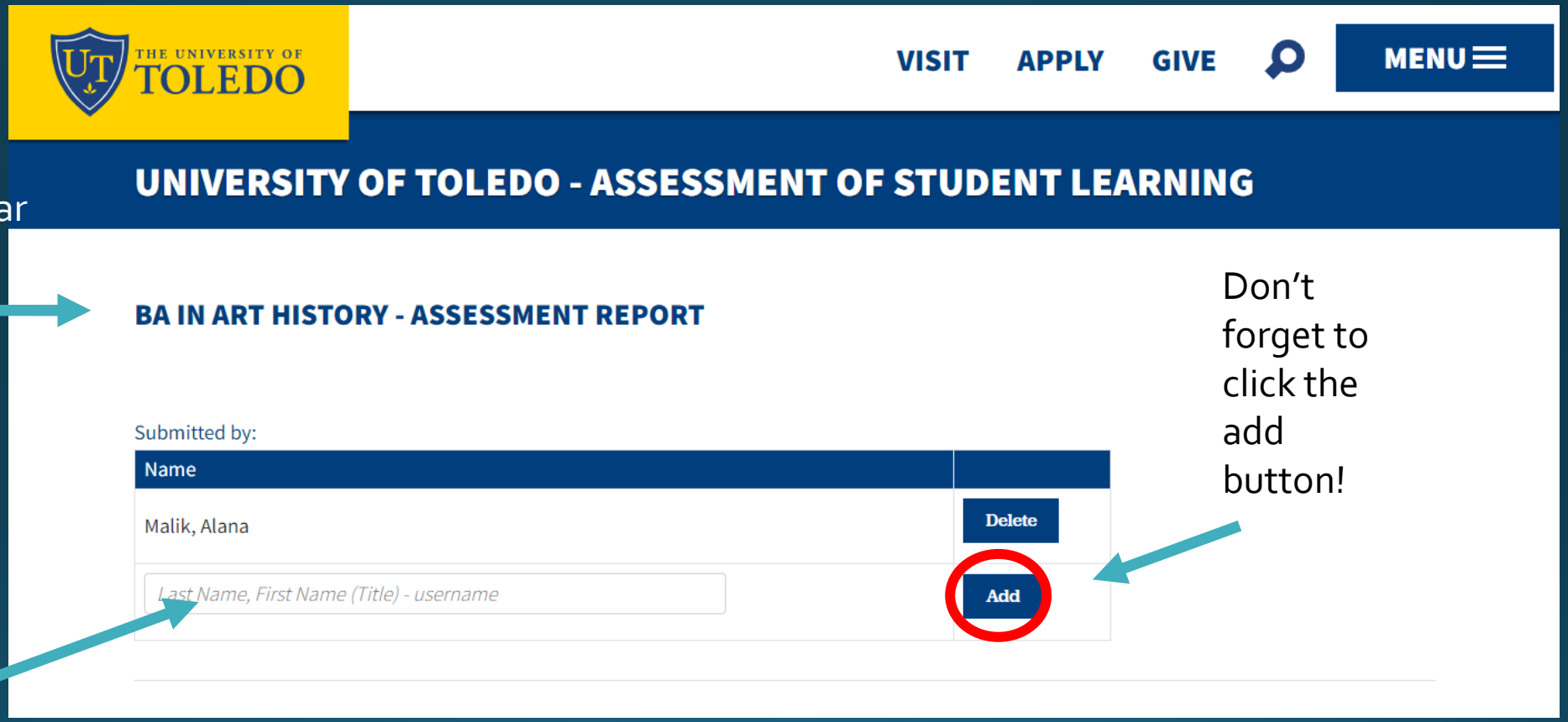
Once you click on the **Create Long Form Report** button, you will be directed to the page for you to work on the report.

Please complete all sections as requested.

Step Five: Optional -You may add co-contributors. They will be able to view and edit the document.

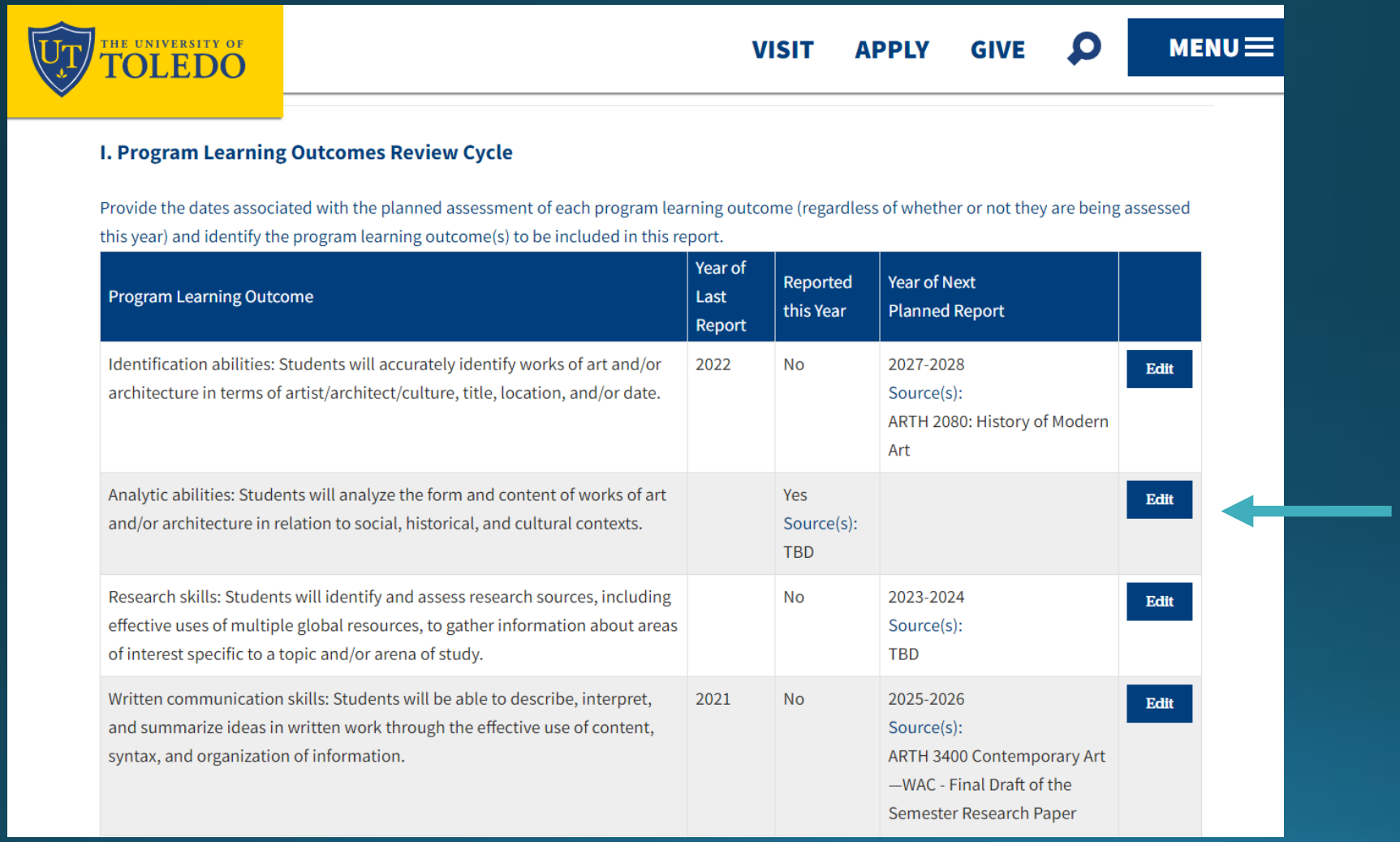
The name of the program should appear at the top of the document.

The system is linked to Banner-you may need to wait a few seconds for the names to populate. Select the correct name from the dropdown menu to add it to the box. Click the add button.



Don't forget to click the add button!

Step Six: Determine which PLOs will be included in this report. If you would like to edit the PLOs to assess for the current assessment cycle, please click the edit button to adjust your selection. The system will automatically adjust your assessment plan to reflect the change.



I. Program Learning Outcomes Review Cycle

Provide the dates associated with the planned assessment of each program learning outcome (regardless of whether or not they are being assessed this year) and identify the program learning outcome(s) to be included in this report.

Program Learning Outcome	Year of Last Report	Reported this Year	Year of Next Planned Report	
Identification abilities: Students will accurately identify works of art and/or architecture in terms of artist/architect/culture, title, location, and/or date.	2022	No	2027-2028 Source(s): ARTH 2080: History of Modern Art	Edit
Analytic abilities: Students will analyze the form and content of works of art and/or architecture in relation to social, historical, and cultural contexts.		Yes No Source(s): TBD	2023-2024 Source(s):	Update Cancel

Select "Yes"

Indicate source(s) of data

Don't forget to click "update" to save your changes.

Select the next year you plan to report on this outcome again in the future from the dropdown menu.

Below is an example of a well-written PLO, and its corresponding source of data used to assess the skill.

The PLO statement is ***clear*** and ***measurable***. It aligns with Bloom's taxonomy, and provides students with ***specific language*** about their expectations for learning.

The source of the assessment data identifies not only the course, but also ***describes the specific assignment*** that will measure students' ability to write effectively for their discipline.

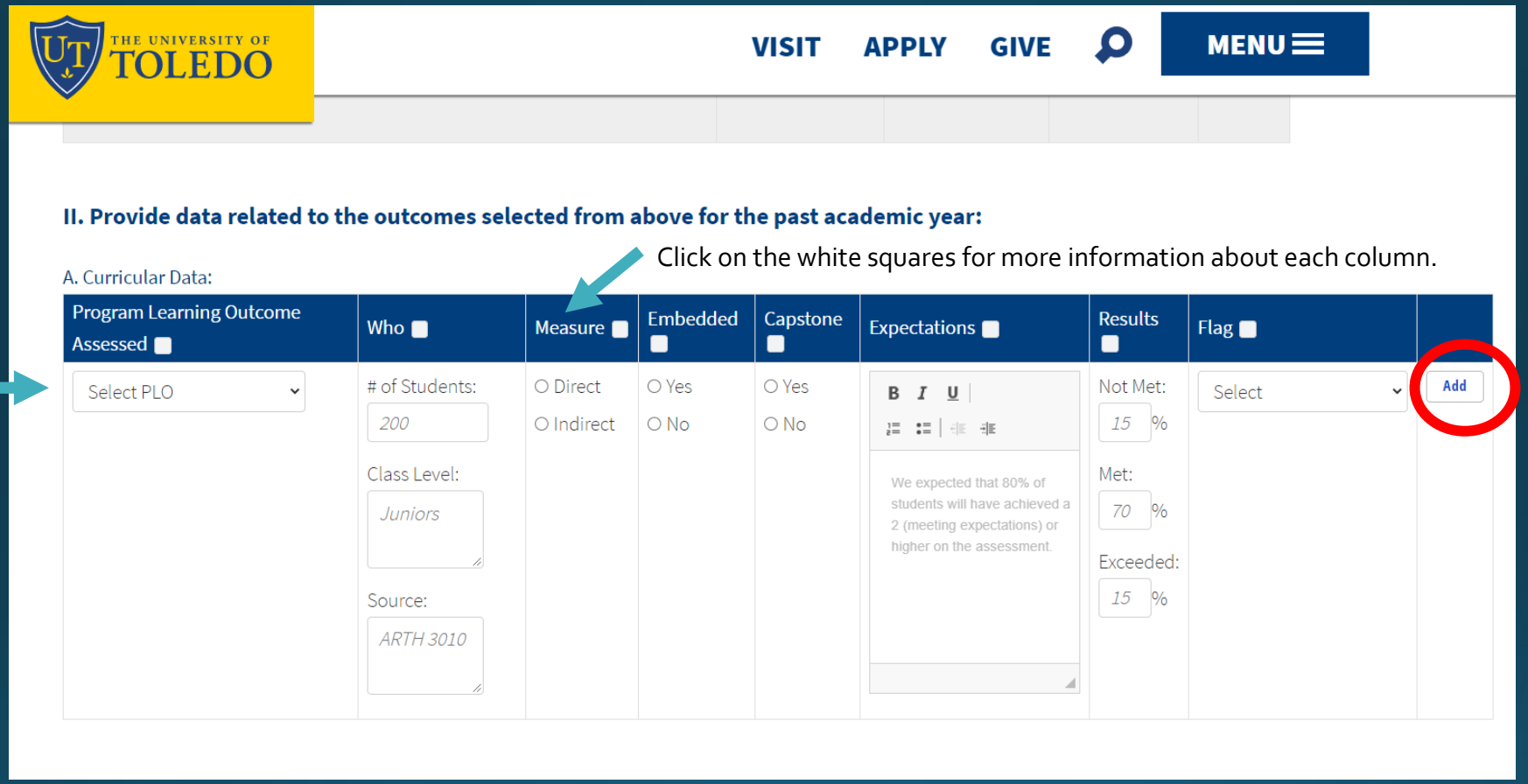
Written communication skills: Students will be able to describe, interpret, and summarize ideas in written work through the effective use of content, syntax, and organization of information.	2021	No	2025-2026 Source(s): ARTH 3400 Contemporary Art —WAC - Final Draft of the Semester Research Paper	Edit

For help writing clear and measurable PLO statements, please visit:
www.utoledo.edu/aapr/assessment/resources.html

Step Seven: Complete the table by selecting the PLO from the drop down menu and filling in the corresponding fields across the row.

Select the PLO from the dropdown menu

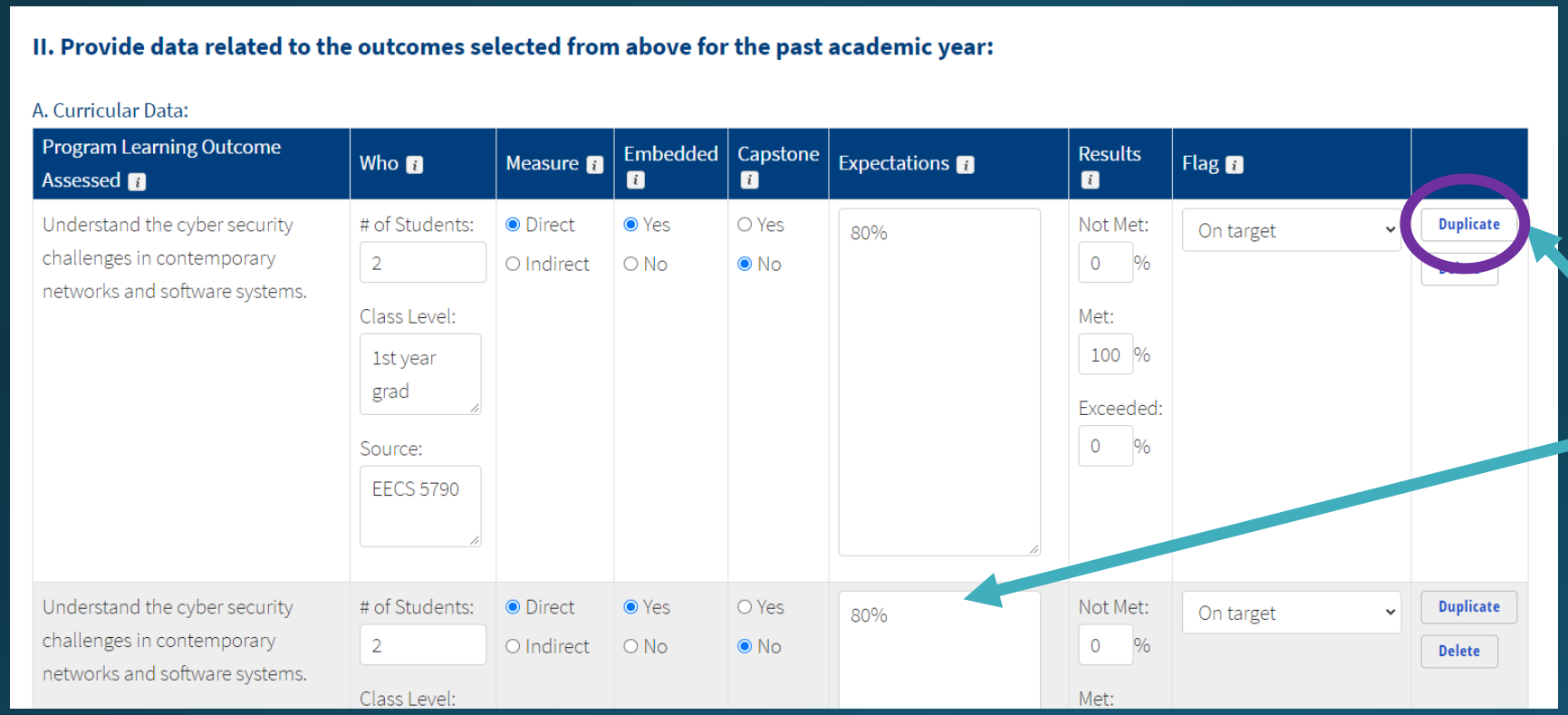
Only PLOs that were identified in the first table for the current year will appear as options.



Don't forget to click the add button!

The system will always include a blank row at the end of the table. Ignore the last row if/when you have no more data to add.

You may need to use the horizontal scroll bar to see the last column of the table depending on the size of your screen.



II. Provide data related to the outcomes selected from above for the past academic year:

A. Curricular Data:

Program Learning Outcome Assessed	Who	Measure	Embedded	Capstone	Expectations	Results	Flag	
Understand the cyber security challenges in contemporary networks and software systems.	# of Students: 2 Class Level: 1st year grad Source: EECS 5790	◉ Direct ○ Indirect	◉ Yes ○ No	○ Yes ◉ No	80%	Not Met: 0 % Met: 100 % Exceeded: 0 %	On target	Duplicate
Understand the cyber security challenges in contemporary networks and software systems.	# of Students: 2 Class Level:	◉ Direct ○ Indirect	◉ Yes ○ No	○ Yes ◉ No	80%	Not Met: 0 % Met:	On target	Duplicate Delete

The "Duplicate" button copies the data from the current row into a new row.

Step Eight: Answer the prompt below related to the data shared in the previous table. You may also upload an optional file to provide additional information related to your response (i.e. a sample rubric).

B. Method & Procedure Explanation: Provide a brief description of the assessment(s) and rubric(s) used to illustrate how expectations for student achievement are defined or attach a copy.

Upload File: Choose File No file chosen

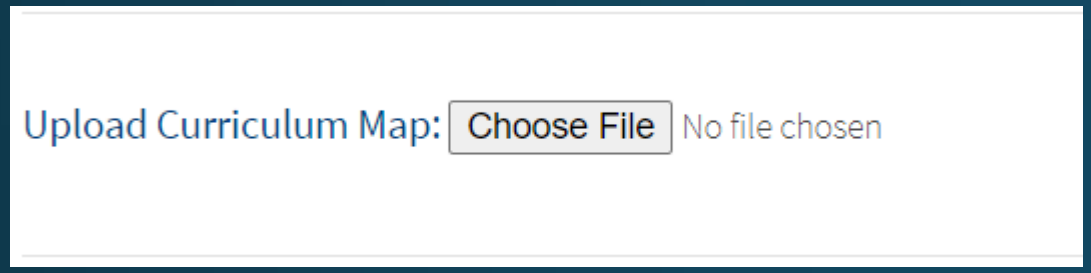
Step Nine: Answer the prompts below related to how your program responded to the results.

III. Actions Taken/Closing the Loop

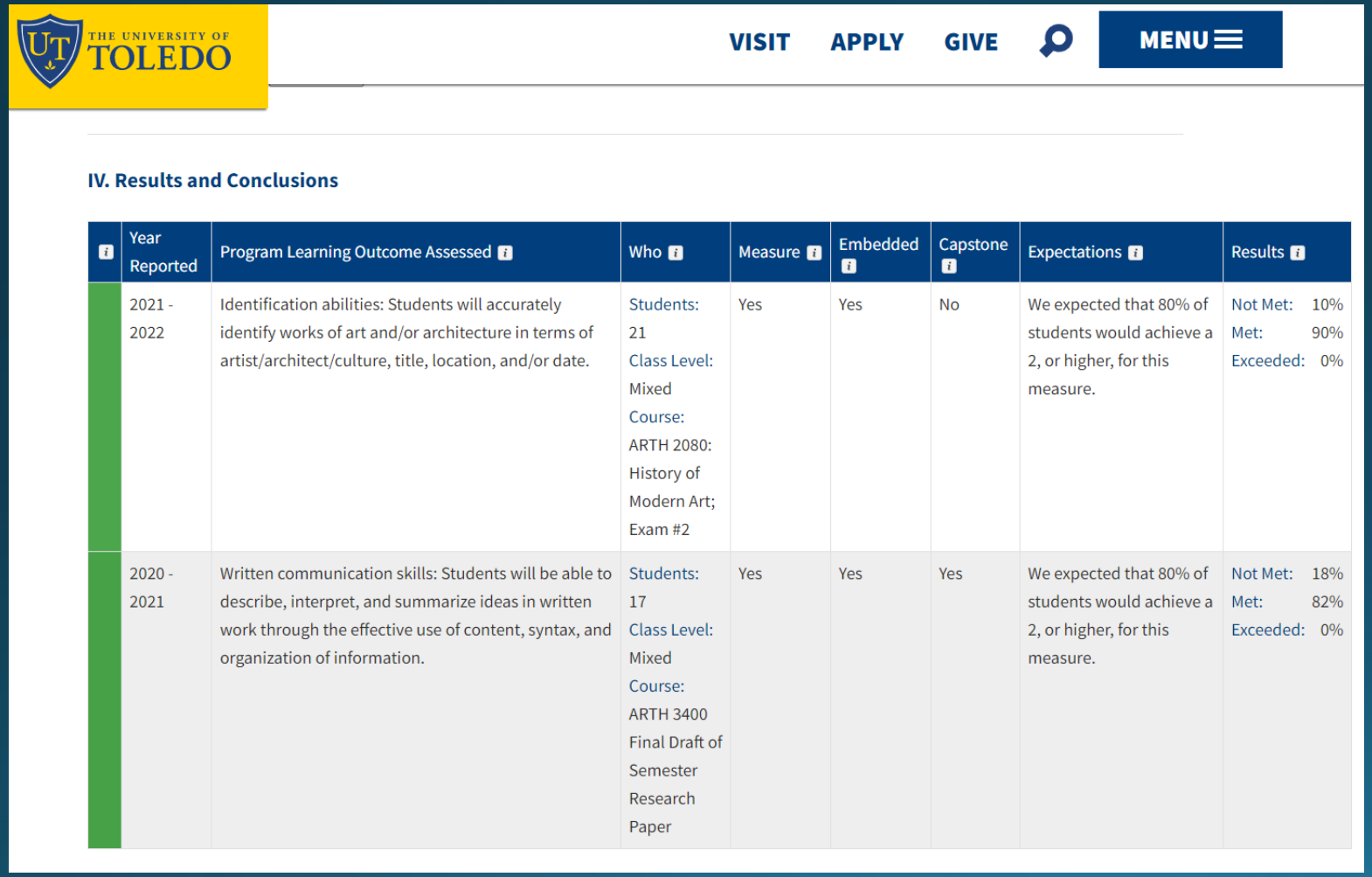
A. Describe how the results have been shared with program faculty/staff, and how they have provided input into decisions about curriculum and/or co-curricular improvements.

B. Describe the connection between assessment results and program changes. Are there any additional actions that have been taken regarding the previous year's assessment of program learning outcomes?

Step Ten: Upload your current curriculum map.



Step Eleven: Review the data presented in the table provided. The template should pre-populate your results from previous report submissions.



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IV. Results and Conclusions

	Year Reported	Program Learning Outcome Assessed	Who	Measure	Embedded	Capstone	Expectations	Results
	2021 - 2022	Identification abilities: Students will accurately identify works of art and/or architecture in terms of artist/architect/culture, title, location, and/or date.	Students: 21 Class Level: Mixed Course: ARTH 2080: History of Modern Art; Exam #2	Yes	Yes	No	We expected that 80% of students would achieve a 2, or higher, for this measure.	Not Met: 10% Met: 90% Exceeded: 0%
	2020 - 2021	Written communication skills: Students will be able to describe, interpret, and summarize ideas in written work through the effective use of content, syntax, and organization of information.	Students: 17 Class Level: Mixed Course: ARTH 3400 Final Draft of Semester Research Paper	Yes	Yes	Yes	We expected that 80% of students would achieve a 2, or higher, for this measure.	Not Met: 18% Met: 82% Exceeded: 0%

Step Twelve: Respond to the following prompts.

A. Provide a brief narrative (both quantitative and qualitative) describing the results. Compare results to past trends, as appropriate. Include tables, charts, or other visuals to highlight key findings, as appropriate.

B. Describe the findings in a way that makes it clear how they provide the basis for program decision making.

C. Evaluate the assessment methods by briefly discussing strengths and weaknesses of the assessment methods used.

Step Thirteen: Complete the following tables.

V. Closing the Loop

A. Connecting Results and Program Changes - Clearly describe the connection between assessment results and program changes.

Actions Taken/Next Steps	Target Completion Dates of Action Steps	Person/Groups Responsible for Each Action Step	Necessary Resources, if applicable	
Consider adding an in-class review of framework evaluation steps and processes.	*Fall 2022*	*Faculty*	*Incorporate this time into the syllabus; faculty to generate list of tips*	Add

B. Student Learning Outcome Changes - Clearly describe the connection between assessment results and changes to programmatic student learning outcomes.

Actions Taken/Next Steps	Target Completion Dates of Action Steps	Person/Groups Responsible for Each Action Step	Necessary Resources, if applicable	
Revise the following learning outcome and make it observable and measureable â€“ Understand the implications of society on the field	*Spring 2022*	*Faculty*	*Incorporate this time into the syllabus; faculty to generate list of tips*	Add

C. Assessment Method/Plan Changes - Clearly describe the connection between assessment results and changes to the assessment methods/plans.

Actions Taken/Next Steps	Target Completion Dates of Action Steps	Person/Groups Responsible for Each Action Step	Necessary Resources, if applicable	
The Curriculum Committee will review the current assessment plan and identify courses that can be used to better evaluate the program learning outcomes.	*Spring 2022*	*Faculty*	*Incorporate this time into the syllabus; faculty to generate list of tips*	Add

Don't forget to click "add" to save your work.

Step Fourteen: Respond to the following prompts.

D. Consideration of Prior Feedback - Briefly explain how previous feedback from assessment report reviewers (e.g., UAC liaisons) has been considered and acted upon.

e.g. Based upon feedback from previous UAC reports, we have formalized the process for sharing the assessment data with faculty. Now we provide the assessment data at a departmental meeting each semester and have a brief discussion about the implications.

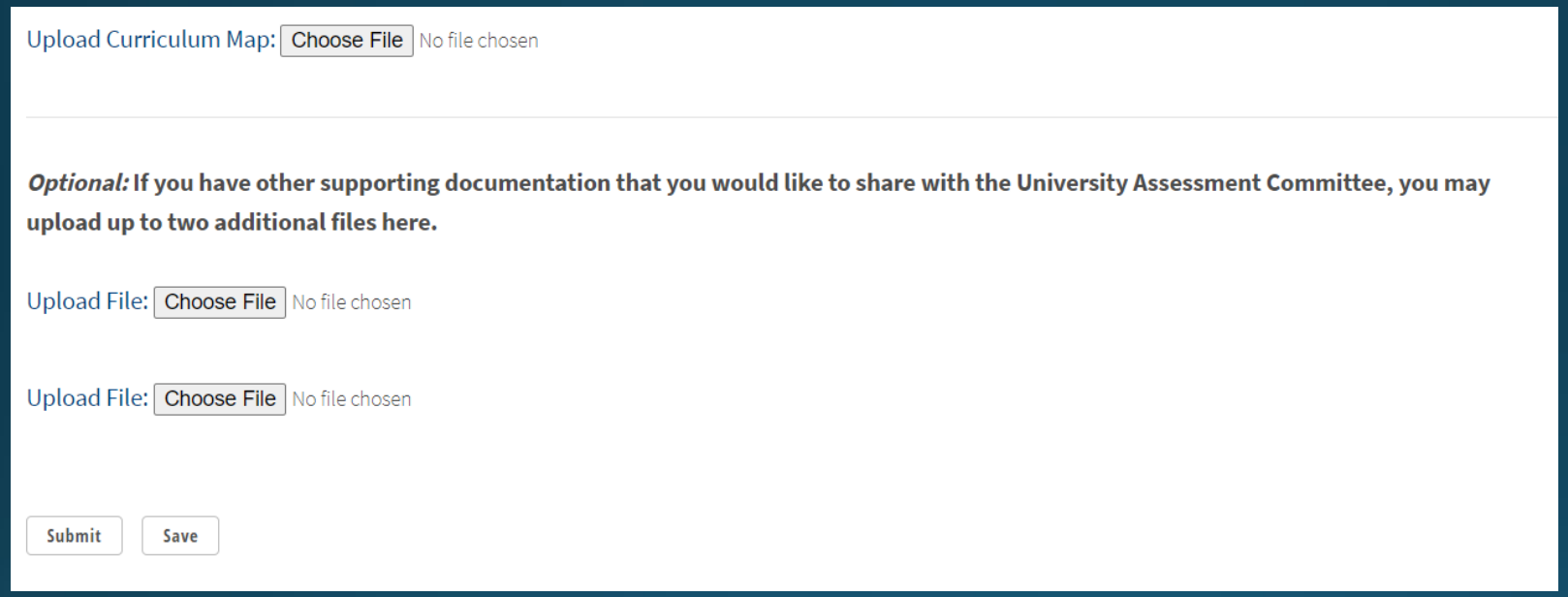
B I U

E. Showcasing Student Learning - Explain how assessment results have been/will be used to showcase or promote student learning success or program achievements in learning. Discuss how assessment results have been communicated to specific target audiences. Describe how the results have been shared with program faculty/staff.

e.g. Students in this program showcase their learning during a research poster presentation. Faculty from the program attend the poster presentation session, along with internship supervisors and community members.

B I U

Step Fifteen: *Optional-If you have additional supporting materials that you would like to share with the University Assessment Committee, you may upload up to two additional files.*

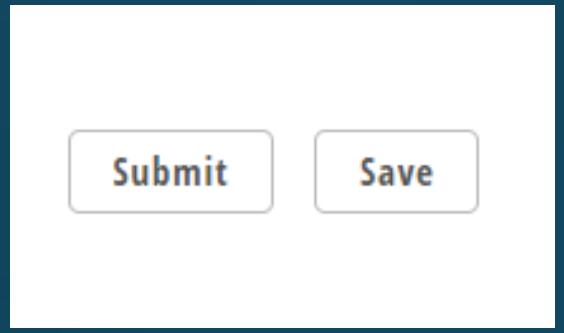


Step Sixteen: Save or submit the report.

Click ***Submit*** once you complete all of the required fields listed above.

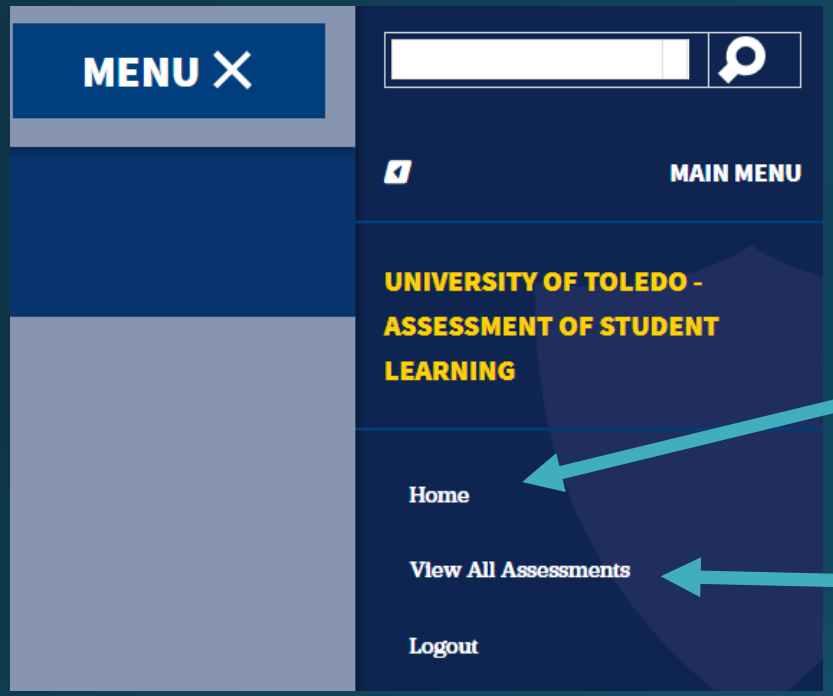
When you click submit, your University Assessment Committee Liaison will be notified that the report is ready for his/her review.

Your liaison will notify you if further revisions are requested.



If you would like to continue to work on your report prior to submission, please click ***Save***. This enables you to return to your draft report at a later time.

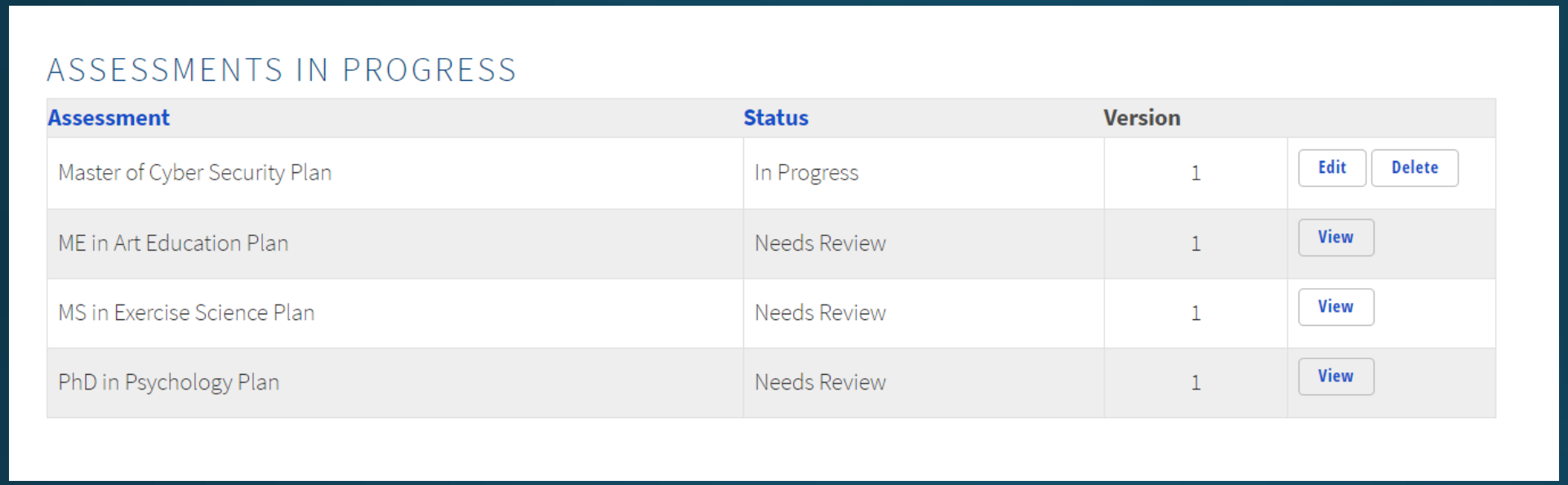
Note: If you have more than one report to submit to the UAC, or you would like to know the status of your current report(s), please click on the menu button on the top, right side of the page to open up the following list of options.



"Home" returns you to the initial page, providing the option to create a new assessment. It will also show a list of any current assessment reports or plans noting their status in the system.

"View All Assessments" allows you to search the archive of all reports submitted to the UAC via the online tracking tool.

The home screen lists all of your assessment plans and reports.



Issues? Questions?

Alana Malik, University Assessment Director

Alana.malik@utoledo.edu