Your annual assessment report will be a part of the annual planning documents. The report serves two purposes:

(a) To document your program- and course-level assessment activities from the academic year, and  
(b) To summarize results that contribute to your planning.

Your assessment report should address each of the fundamental elements below:

- Which program goals and student outcomes were assessed?
- How you measured student performance or outcomes, including
  - A description of the evidence (e.g., papers, performances, surveys)
  - A description of the students from whom this evidence was obtained (e.g., course and term information, survey administration information)
  - Copies of materials, as appropriate (e.g., surveys, rubrics)
- A summary of the evidence (in sufficient detail that the reader can appreciate the basis of any conclusions you reach).
- Summarize any discussion of the findings, including who participated in the discussion and when it took place.
- Decisions arising from the results,
- A plan for follow up, as needed, including the persons who are responsible for follow up and target dates for their work.

Your assessment report SHOULD NOT include:

- Students’ names, id numbers or other identifying information
- Faculty names or other identifying information in connection with courses or student performance, to the extent that it is possible. (Though do include the names of faculty who worked on assessment.)

For your convenience, forms are available for your use in constructing your report. The forms are available by email from the Assessment Officer (pinto3@fordham.edu). To suit the varying needs and desires of Fordham’s programs, two versions of the forms are available, a grid and a narrative. You may use one of those forms or you may organize your report to best represent your assessment as you see fit.

Brief summaries of your assessment results should be incorporated into your planning documents wherever they inform your decision-making and planning. Bear in mind that assessment results may be pertinent to both past decisions (providing evidence about the effect of those decisions) or future decisions (providing information needed to make choices).