

Frequently Asked Questions (FAQs) UCC Assessment Reporting at Ball State University

What is the focus of UCC assessment reports?

The primary focus is assessment of the UCC learning outcomes.

What are UCC learning outcomes?

The UCC learning outcomes for the [existing core](#) and the [new core](#) explain the knowledge and skills students should be able to demonstrate upon completing your Gen Ed course.

What is the expected length of the reports?

Reports are intended to be meaningful and manageable. They should be approx. 2 pages.

Are report templates available?

Yes. Optional templates are available on the VPAA website for the [existing core](#) (for reports submitted in Fall 2026) and the [new core](#) (for reports submitted in fall 2027 and beyond).

Are annual UCC assessment reports expected for all Gen Ed courses?

Yes. An annual UCC assessment report is expected Oct. 15 [via Qualtrics](#) for each UCC course taught during the prior academic year. One report is expected per *course*, not per *section*.

Must all sections of a course be included in the UCC assessment report?

If the UCC course has many sections, a representative sample of sections can be used. The sample should reflect a cross-section of instructional options if the course is taught online and on campus, taught by instructors who are FT and PT, taught during the day and in the evening, etc.

When are reports due?

Reports are due Oct. 15 each year. Reports should be uploaded [via Qualtrics](#). The link to upload annual reports can be found on the [VPAA website](#).

Is there a checklist of requirements for my UCC syllabus and assessment report?

Yes. This [checklist](#) is available on the [UCC Assessment](#) portion of the VPAA website.

Why do we conduct assessment and submit annual assessment reports?

Gen Ed (UCC) assessment involves a series of activities designed to determine how well students achieve the [Indiana College Core \(ICC\) Competencies and Learning Outcomes](#). Results lead to continuous improvements in student learning and experiences. Gen Ed assessment is required of all accredited institutions.

What are direct vs. indirect measures of student learning?

Systematic collection and review of both direct and indirect measures is an ongoing process in each course.

- **Direct** measures of learning explicitly demonstrate how well students have acquired the UCC learning outcomes. Examples include questions or problems on exams, student performances, and direct observance of student performance in a practicum or clinic.
- **Indirect** measures of learning provide proxy information about student learning. Examples include student self-assessment, ratings of course quality, and student surveys about knowledge and skills obtained.

Who can I contact if I need help or have more questions?

Contact [Carole Kacius, Director of Assessment and Accreditation](#) to schedule an individual consultation if you would like assistance aligning your SLOs to UCC learning outcomes, identifying assessment measures, or writing your assessment report. This informal, practical consultation will enable you to ask questions, align your course learning outcomes with UCC learning outcomes, gather assessment data across course sections, draft the 2-pg. report together, and explore opportunities to make the assessment process as meaningful and manageable as possible.