

Arkansas Tech University
Report on
2021 Annual Assessment

Prepared for the Division of Academic Affairs

Submitted by: Dr. Christine Austin
Director of Assessment & Accreditation
Professor of Student Affairs Administration
Arkansas Tech University
caustin@atu.edu
479.880.4282

Table of Contents

Introduction	3
Academic Assessment Process.....	4
Overview of Results	5
2021 Annual Assessment (old academic structure)	6
College of Arts & Humanities	6
College of Business	6
College of Engineering & Applied Science	7
College of Education	7
eTech	7
College of Natural & Health Sciences.....	7
2021-2022 Academic Program Review Summary	7
ADHE Program Reviews.....	8
Specialized Accrediting Agency Program Reviews	9
Programs Requesting Deferral to Following Year (2022-23)	10
General Education Outcomes.....	12
Level 1 Program-level Assessment	12
Fall 2021 Scoring Results	13
Course Delivery Method.....	13
Outcome Breakdown by Course	14
Four Year Road Map for ATU Academic Assessment.....	17
Recommendations for Coming Year.....	18
Appendix A: Academic Degree Annual Assessment Audit Rubric	20

All assessment is a perpetual work in progress.
-Linda Suskie

Introduction

This academic year marks Year Two in the next cycle of accreditation with the Higher Learning Commission (HLC). The recent reaffirmation of Arkansas Tech University's (ATU) accreditation through HLC identified and sparked several changes and enhancements in how assessment of student learning and institutional effectiveness are conducted. This report is a means of intentionally monitoring those enhancements and providing some accountability across the institution for improving the quality of teaching and learning, and ultimately, student success at ATU.

This report over the previous year's assessment activities will be provided annually. The report will examine student academic achievement by college and by department through the submission of annual assessment plans according to the academic structure in place during the 2021 calendar year. This report includes information submitted to the Arkansas Department of Higher Education (ADHE) of completions of program reviews, both by external disciplinary accreditors and the ADHE non-externally accredited program review process. It details the status of general education learning outcomes assessed during the previous year and actions steps being taken to improve.

Finally, the report concludes with recommendations for assessment practice and improvement in the coming year. As stated in the 2021-2025 ATU Assessment Plan,

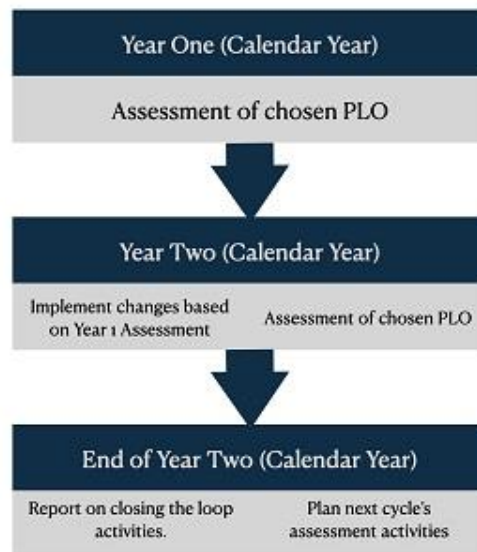
The November 9-10, 2020 accreditation visit for reaffirmation of Arkansas Tech University as an Open Pathways institution identified areas of both strength and weakness in the processes affiliated with the assessment of student learning at ATU. This document describes and defines the direction of the Office of University Assessment and Accreditation (UAA) to address and improve on problems identified by both the Higher Learning Commission peer review team as well as the staff of the OAIE.

A Four-Year Roadmap of ATU Academic Assessment created to guide the direction of efforts within OAIE is included after the Recommendations for the Coming Year section at the end of the document to show progress to date. A major step has been the completion of the HLC Interim Monitoring Report on Core Component 4.B. due on September 30, 2022. All three items identified by peer reviewers and assigned by the HLC Institutional Actions Council are addressed in this report.

Academic Assessment Process

In February 2020 department heads working with the director and deans amended the annual cycle had reported their assessment efforts changed from an academic year to a calendar year schedule. The assessment process now both ends for the previous year, and begins for the upcoming year during the January PD (professional development) day. This change allows for broad participation in determining the direction of the curriculum by the whole departmental faculty rather than a few on the departmental assessment/curriculum committee, or by just the department head completing assessment without faculty input during the summer months. The following diagram displays the process for jumpstarting the continuous improvement and closing the loop activities that began with the realignment of assessment into a calendar year format for the 2020 calendar year.

Every January degree faculty meet to discuss the results from the previous year's spring and fall



assessment data collection and recommend steps for improvement or maintenance of student learning. Each department is responsible for ensuring that findings/results have been added to Weave assessment projects prior to this meeting for use by all departmental faculty. Furthermore, recording of the discussion and recommendations occurring during this meeting, or any other meetings of the faculty or assessment committees should be noted with minutes and added to the Weave project attachments section to provide evidence of faculty participation.

Starting at the end of the spring semester each year, or at the point that the Weave assessment report is noted as ready for Internal Review, the department head reviews all degrees under their

purview in Weave for completeness and accuracy and signify this by adding their name and the date to the Weave Approvals block. Department head review will be complete by June 15 and deans of each college will then review the assessment plans of their colleges by July 15.

From July 16 through September 15, the office of UAA audited all assessment plans using a rubric available to all deans and department heads. The top portion of the rubric is shown on the table below. (The full rubric is attached in Appendix A.)

Academic Degree Annual Assessment Audit						
Degree:		Year:	2021	Overall Quality Score:	0%	
Completion of Approvals & Information Block	Date		Yes/No			
Review	Department Head Approval		Program Level context provided?		A. Student-centered learning objectives	0%
	Dean Approval		List of Student Learning Outcomes Assessed?		B. Systematic method for evaluating progress on objectives	0%
	Office of Assessment Review		Curriculum changes noted?		C. Results of program assessment	0%
			Project Status updated?		D. Use of results for improvement	0%
			Included attachments noted?			
Comments:						

(2021 Assessment Audit Rubric top half)

The audit percentages are meant to help monitor improvement from year to year, as well as to allow UAA to target assistance for individual degrees/departments. The audit rubric used by UAA includes items such as completion of the Weave approval block, number of outcomes, measures, findings and use of results for improvement, whether department heads and deans reviewed the assessment project, and whether or not evidence was provided in the Project Attachments area to support findings, as well as to provide proof of substantive faculty participation in departmental assessment. The rubric is more detailed in the Annual Assessment Plan Quality section. A copy of the full rubric is available in Appendix A.

Overview of Results

During the 19-20 academic year assessment, completion of the assessment process was spotty. The following table shows the level of completion during the 2019-2020 academic year compared to the new 2020 calendar year assessment cycle. The completion rate rose 61% in 2020 from the previous year, and a further 10% in 2021.

	# Reports	# Not Started	# In Progress	# Complete	% Complete
2021	122	5	0	117	96%

2020	115	13	1	101	87%
2019-20	113	11	40	62	54%

I believe that the requirement of providing documentation emphasized during preparation for accreditation and as part of the ongoing response to our interim monitoring accounts for this dramatic increase—not that programs were not previously engaging in assessment in 2020 and prior. Academic programs are continuing to improve in their rate of assessment report completion.

The following tables show the departmental completion of annual assessment projects by degree. The second column shows the score awarded by the UAA in order to chart progress towards becoming more established and highly developed assessment programs. The table displayed above shows the areas that were assessed. Degrees that have a blank space are either scheduled for termination, and therefore not performing continuous improvement, are assessed in combination with other similar degrees, or they are new and have not yet begun assessment. The third column shows the plan status after review by the UAA (Complete, Not Started, Teach Out, or New). The fourth column shows the department housing the degree, and the final column displays the percentage of assessment project completion by each department. (Blank spaces in the audit column are not figured into the department percentage.)

2021 Annual Assessment (old academic structure)

<u>College of Arts & Humanities</u>	Total # credentials	2021 Average Audit Score	2020 Average Audit Score
Art	5	75%	32%
Behavioral Science	7	55%	17%
Communication & Journalism	5	57%	17%
English & World Languages	12	60%	54%
History & Political Science	10	47%	25%
Music	3	81%	33%
Total	42	59%	29%

College of Business

Undergraduate Business Administration, all options	8	75%	34%
Graduate Business Administration	1	75%	34%
Total	9	75%	34%

College of Engineering & Applied Science

Agriculture	2	47%	33%
Computer & Information Science	8	24%	15%
Electrical Engineering	3	38%	31%
Mechanical Engineering	4	46%	45%
Hospitality, Parks & Recreation Administration	2	48%	67%
Total	21	38%	38%

College of Education

Initial Licensure Programs, all options	5	77%	*
Advanced Licensure Programs, all options	11	73%	*
Health & Physical Education	3	52%	72%
Student Affairs Administration	3	75%	44%
*not reported in Weave, data held in Taskstream in COE			
Total	23	69%	58%

eTech

Professional Studies	4	60%	25%
Total	4	60%	25%

College of Natural & Health Sciences

Biological Sciences	10	60%	46%
Mathematics	3	63%	41%
Nursing	3	59%	56%
Physical Sciences	8	64%	33%
Total	24	62%	44%

GRAND TOTAL	123	61%	38%
--------------------	------------	------------	------------

2021-2022 Academic Program Review Summary

According to the ADHE Program Review Schedule, ten academic degree programs were scheduled for program review at Arkansas Tech University using either ADHE guidelines or those of their specialized accreditor during 2021-22. The International Studies (BA) program will conduct their onsite visit in September 2022, and three programs request to defer their reviews to the upcoming 2022-23 academic year.

For all programs that conducted reviews (externally accredited or ADHE), we are supplying the program reviewer reports and institutional response to you via separate email.

ADHE Program Reviews

Due to the Covid-19 pandemic, all of the non-accredited programs conducted virtual reviews using web conferencing. Arkansas Tech takes all suggestions for improvement seriously and will endeavor to address as appropriate to our programs and as resources permit.

The following three programs were reviewed under ADHE guidelines during 2021-2022:

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
BA	1440	16.0101	Foreign Language-Spanish
MA	5495	09.0702	Multi-media Journalism
MA	5960	24.0101	Liberal Arts
BA	1540	30.2001	International Studies (sched. Sept. 2022)

Foreign Language-Spanish (BA)

- Reviewers recommended the revision of all course objectives to match the ACTFL guidelines, to investigate a placement instrument for heritage students, and textbook changes. Some changes recommended to include SPAN 1013 and 1023 in the major were not accepted as they mirror the curriculum of the reviewers and would not be effective at ATU. Other recommendations are already being put into action including the ACTFL Proficiency guidelines for course outcomes, a placement instrument and adoption of the recommended textbook option. The combined external reviewers' report and institutional response are attached.

Multimedia Journalism (MA)

- The reviewers commented initially on the need for the degree to examine national trends to better identify the alignment of goals and curriculum meet the demand for digital communication and media/multimedia. The development of a local advisory board was also strong suggested. The reviewers commended the curriculum and outcomes as appropriate to the advanced level of the degree and suggested the program seek accreditation with the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). They

also suggest undergoing another review in a shorter timeframe since the program is moving to providing fully online instruction as well. Most of the reviewer suggestions will be incorporated into improvement of the degree. The separate external reviewers' report and institutional response are attached.

Liberal Arts (MLA)

- Reviewers commented that the MLA program has “good bones” and shows a strong commitment to interdisciplinarity with a clearly articulated vision of its outcomes. The reviewers also provided a set of recommendations that the program director has responded with a plan of action. Those items include revision of the core course LA 6013 into a stand-alone introduction to the study of LA, review of assessment methods throughout the program, but particularly in final exam option, providing funding for GAs, identifying alumni support in providing internships, as well as other enhancements. The combined external reviewers' report and institutional response are attached.

Specialized Accrediting Agency Program Reviews

The following specially accredited programs conducted reviews in 2021-22. Results from that visit are pending but as soon as we receive the final determination, the letter will be forwarded to ADHE.

ABET Engineering Accreditation Commission

Computer Engineering (BSCmpE)

- Submitted self-study for initial accreditation on July 1, 2021; virtual accreditation visit occurred October 4-5, 2022; submitted due process response on February 18, 2022; Submitted post due process response by June 1, 2022. ABET EAC final report received August 18, 2022 that accredits this program to September 30, 2028. This is a newly accredited program that extends retroactively from October 1, 2019.

Electrical Engineering (BSEE)

- Submitted self-study for general review on July 1, 2021; virtual accreditation visit occurred October 4-5, 2022; submitted due process response on February 18, 2022; plan to submit post

due process response by June 1, 2022. ABET EAC final report received August 18, 2022 that accredits this program to September 30, 2028

Mechanical Engineering (BSME)

- Submitted self-study for general review on July 1, 2021; virtual accreditation visit occurred October 4-5, 2022; submitted due process response on February 18, 2022. ABET EAC final report received August 18, 2022 that accredits this program to September 30, 2028

<u>Degree</u>	<u>CIP</u>	<u>Deg Code</u>	<u>Program name</u>
BSME	4230	14.1901	Mechanical Engineering
BSEE	4140	14.1001	Electrical Engineering
BSCmpE	3650	14.0901	Computer Engineering

Additionally, the Computer Science (BS) and Information Systems (BA) completed interim monitoring after their 2019-20 ABET CAC visit.

ABET Computer Accreditation Commission

Computer Science (BS)

- Following their 2019-20 reaccreditation visit, the program submitted interim report on July 1, 2021; submitted due process response on January 21, 2022; submitted post due process response by June 1, 2022. ABET CAC will accredit this program through September 30, 2024, but will need to complete a reaccreditation report evaluation to address shortcomings to be submitted by July 1, 2023.

Information Systems (BS)

- Following their 2019-20 reaccreditation visit, the program submitted interim report on July 1, 2021; submitted termination report on February 18, 2022. The Termination Report was reviewed and accepted by unanimous vote of the CAC Executive Committee on September 12, 2022. Accreditation of the program will be extended through September 30, 2023.

Programs Requesting Deferral to Following Year (2022-23)

Nuclear Technology (ASNT), Communication (BA), and Psychology (MA) have both requested to defer their reviews until 2022-23. The ASNT is in the Engineering department which was undergoing

an ABET accreditation, the Communication (BA) has a new department head and is revising its assessment program, and the Psychology (MA) has lost three faculty and an administrative assistant. The Psychology (MA) is in the process of being terminated.

The following specially accredited program (ACPHA-CAHM) received notification of continuing accreditation from their Commission in academic year 2021-22. The Commission states that the program will have a reaccreditation visit in the Fall of 2022. The notification letter will be attached to the email containing this memo.

<u>Degree</u>	<u>CIP</u>	<u>Deg Code</u>	<u>Program name</u>
BS	51.0901	2760	Hospitality Administration

General Education Outcomes

General Education was guided by Dr. Erin Clair and the General Education Committee, along with four subcommittees. The Assessment Subcommittee is charged with monitoring assessment of the general education goals and associated learning outcomes. Dr. Christine Austin chaired this subcommittee during the 2021 time period. The following shows the timeline for GE assessments:

Level 1 Program-level Assessment

Goal 1 Apply the Value of Arts & Humanities
Assessment Semester Spring and Fall 2021

Results:

February 2022 saw the second scoring of artifacts using the Value of Arts & Humanities rubric. A total of 180 artifacts were scored by 18 faculty members from the General Education Committee serving as raters. Artifacts were supplied from courses approved for this goal in Art, English, Music, Theatre and History.

The attached rubric derived from the AAC&U Values Rubric project was used to score the artifacts. Each individual outcome was scored on a scale of 0 - 4, with a total score of 12 pts. possible.

The graph below shows the scores of both the Spring 2021 pilot and the Fall 2021

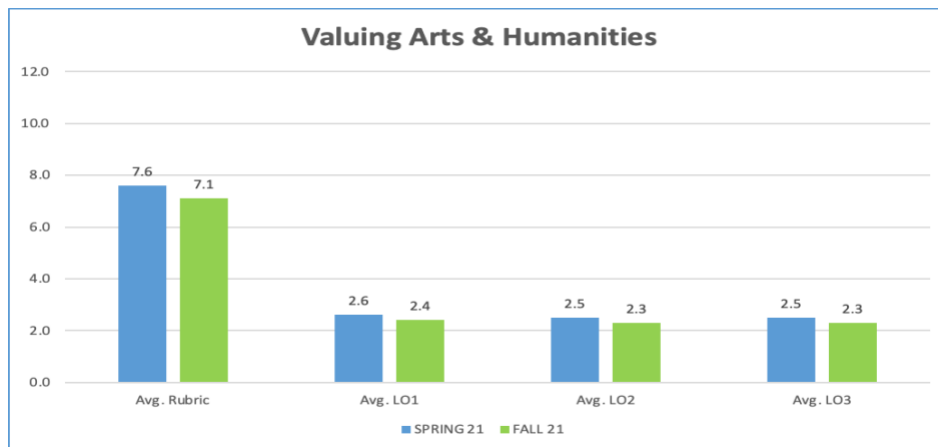


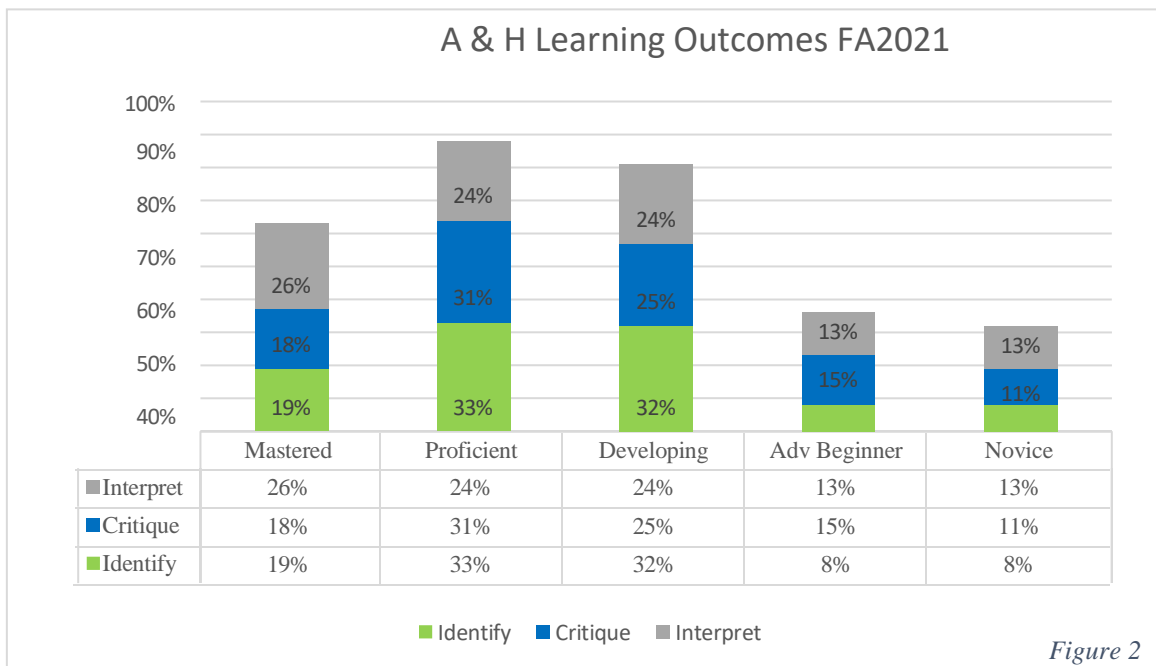
Figure 1

assessment for the General Education Goal of Valuing of Arts & Humanities.

The first column shows the overall average of artifacts scored with the A & H rubric.

Fall 2021 Scoring Results

The following graph shows the breakdown of each outcome by achievement level with 50% of the sample in Fall 2021 scoring at proficient or above, and the other 50% scoring at developing or below in the ability to **interpret the significance of works of art (LO1)**. 49% of the sample was proficient or above on the ability to **critique the creative or philosophical works and ideas of others (LO2)**. 52% of the sample scored at proficient or above in the ability to **identify important artistic or philosophical ideas (LO3)**.



A faculty working group has identified a target for success higher than 50% (proficient and above) and that report is appended to this summary.

Course Delivery Method

Delving further into the data gathered from artifact assessment, we can look at student learning by method of delivery, and then by individual course approved to assess student learning in the area of valuing arts and humanities.

Figure 3 compares courses delivered online with those delivered in person, as well as separating all online learners in undergraduate and concurrent status students.

Clearly face to face instruction is more effective than online instruction and the discrepancy is something that needs to be addressed in future work on this general education goal.

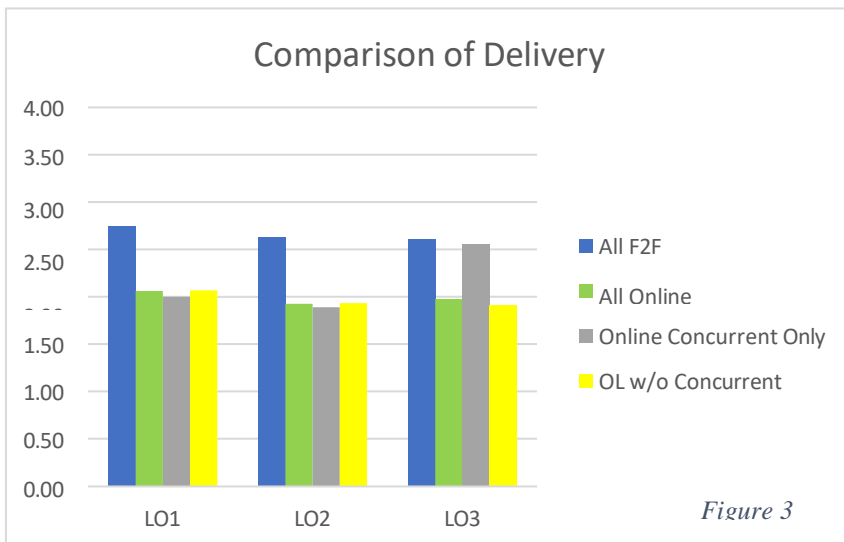


Figure 3

Outcome Breakdown by Course

The following table (Figure 4) shows the overall A & H rubric score disaggregated by course. Figure 5 further examines level of achievement by learning outcome. A faculty

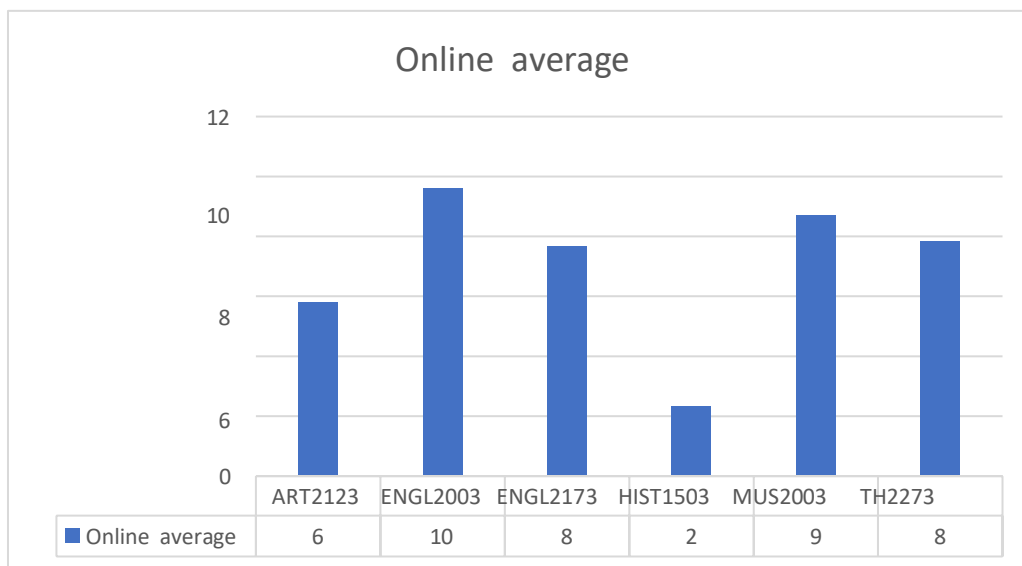


Figure 4

group is examining explanations for possible discrepancy and have identified changes to the type of assignment used to score student learning in this goal, as well as comparing course goals with the general education goal of valuing arts and humanities to assure agreement.

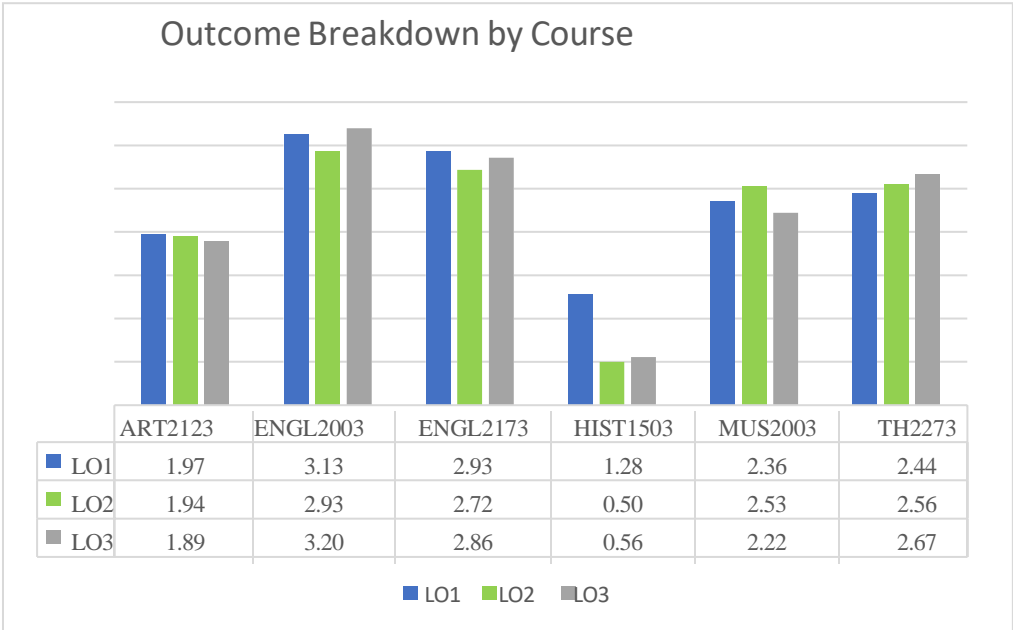


Figure 5

Department heads of courses teaching to this general education goal met to review the results and develop a plan to address student learning achievement. Their plan is attached below.

GENERAL EDUCATION ASSESSMENT RESPONSE

Value of Arts & Humanities
Goal April 2022

To: ATU General Education Committee

From: Departments That House Courses under the Arts & Humanities General Education

Goal Submitted by:

David Eshelman | Jeff Bright | Aaron McArthur | Summer Bruch | Emily Hoffman

Meeting Date: Thursday, April 14, 2022

Date: April 18, 2022

Benchmark:

To raise goal proficiency to 60% by 2023 To raise goal proficiency to 75% by 2024

Strategies:

Department heads will meet with their faculty. They will explain go over goal rubric, along with F21 data. They will explain the assessment process and suggest ways to improve proficiency within their disciplines.

Individual departments will look at way to improve proficiency/assessment of goal specific to their individual contexts. For example, History may use longer written assignments for assessment purposes in the future. Art may look at different artworks that will enable a broader discussion. Theatre may choose to improve education related to the “interpret significance” goal. Music may reevaluate their assignment. The English Department Head would like to see the F21 graded documents to get a better picture of where the other departments are standing.

(For 2023) The DHs request that scores from assessment documents be broken down by department and that this data be shared separately to each department.

(For 2023) The DHs will revisit the rubric and decide if it needs changes.

FOUR YEAR ROAD MAP FOR ATU ACADEMIC ASSESSMENT
SP 21 - FA 24

WHERE WE HAVE BEEN	WHERE WE ARE			WHERE WE ARE GOING
	By spring 2021	By fall 2022	By fall 2024	
<p>Spotty use of Weave Assessment System for reporting on Annual Assessment, but better than previous TracDat system</p> <p>Longstanding CPGE system in use for capturing GE data did not allow for adequate comparisons between courses in different disciplines, also generally part of end of course grade assignment which made for questionable utility for GE outcomes assessment</p> <p>No reporting structure for approval of annual assessment reports from departments through DH, Dean, and Office of Assessment</p> <p>2020 HLC Reaffirmation finds inconsistent assessment and gaps among academic program - 4B met with concerns and assigned monitoring</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Learning Assessment Committee completes an audit of PLOs <input checked="" type="checkbox"/> Learning outcomes differentiated by degree level <input checked="" type="checkbox"/> Accelerated schedule of annual assessment begins <input checked="" type="checkbox"/> Approval structure of department head, dean, and Assessment Office begins <input checked="" type="checkbox"/> Current Curriculum Maps for all degrees, both Russellville and Ozark, added to Assessment website. <input checked="" type="checkbox"/> Listing of High Impact Practices in all courses/programs <input checked="" type="checkbox"/> Identification of academic co-curricular opportunities <input checked="" type="checkbox"/> Identification of membership on academic program assessment and/or curriculum committees 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Degree programs have updated Weave projects with updated PLOs, curriculum maps <input checked="" type="checkbox"/> All assessment projects used to house agendas/minutes of degree program curriculum and/or assessment committees <input checked="" type="checkbox"/> two years of approved assessment plans displaying at least two outcome data each year available in Weave <input checked="" type="checkbox"/> Gen Ed rubrics for all outcomes created and at least one cycle of assessment occurred for each goal <input checked="" type="checkbox"/> Regular schedule of HLC data and evidence established and being collected <input type="checkbox"/> Mid-point assessment reviews taking place regularly on schedule with ADHE and external accreditor program reviews 	<ul style="list-style-type: none"> <input type="checkbox"/> Goals for past years achieved <input type="checkbox"/> Three full years of assessment reports and closed loops completed and available through Weave <input type="checkbox"/> General Education beginning to show identifiable trends in student learning that can be addressed with focused initiatives <input type="checkbox"/> New processes for co-curricular and academic program review are fully implemented and sustainable <input type="checkbox"/> Co-curricular assessment occurring as part of annual assessment <input type="checkbox"/> HIP assessment integrated into annual assessment reports <input type="checkbox"/> Application submitted to NILOA for Excellence in Assessment Award 	<p>Toward an integrated, meaningful process of assessment to create a collaborative culture of continuous improvement at Arkansas Tech University that is recognized as an exemplar</p>

Recommendations for Coming Year

The Interim Monitoring report assigned by the HLC 2020-21 peer review team will be delivered for review on September 30, 2022. Efforts to complete this report have encompassed the whole institution and showcase the continuing improvement that is becoming an ongoing habit with both academic and academic support units at Arkansas Tech University. While many improvements have been made in university assessment processes, there are still many things to make assessment at ATU the best practice.

The Four-Year RoadMap has been a strong guide in moving ATU forward. All the tasks identified in the February 2021 Assessment Plan and added to the Road Map to help the University complete the HLC Monitoring have been implemented with the single exception of getting academic programs to complete a mid-point assessment review. This effort will become a priority this year so that it becomes as routine as the ten-year academic program reviews.

The next milestone on the Four-Year RoadMap will get the university to complete a Four-Year Assurance Review. This HLC review is scheduled for 2024-25 and the exact date will likely be scheduled in the coming year. All the items listed on the roadmap will be accomplished in the next two years. Specifically,

- the university will have achieved all of the goals from the spring 2021 and fall 2022 task lists,
- three full years of assessment reports will be completed, including in 2022 the closing of the loop from previous year's assessment,
- the General Education program will continue to cycle through the assessment for all six current goals and identify trends in student learning,
- Co-curricular assessment will be added to both academic as well as academic support units annual reporting requirements

While 2021 annual assessment was completed at an additional 10% from 2020, continued vigilance and support will be crucial to ensuring completion of 2022 calendar year assessment reports. A schedule of reminder emails to assist departments in remembering to regularly schedule time to maintain their assessment projects has been automated for release at appropriate intervals. We will again offer one to one meetings with departments to discuss 2021 audit reports and make recommendations for 2022 annual assessment scheduled to complete in January 2022,

during professional development activities. Additional support in reminding departments needs to continue to come from both the Academic Affairs office as well as individual college deans.

Areas for improvement in the assessment projects that will be addressed with departments in the coming year are similar to the past year:

1. Adding evidence to support findings and recommendations
2. Adding meeting minutes, emails, agendas to demonstrate broad faculty participation in curriculum/assessment meetings
 - a. Need to demonstrate regular collaboration on:
 - i. assess program throughout the curriculum
 - ii. implementation of continuous quality improvements
 - iii. implementation of effective use of instructional materials and tools
 - iv. regularly evaluate teaching methods
 - v. engagement in professional development
3. Adding consistency to assessment review process for department heads and deans.
4. Adding Support section to assessment to show;
 - a. Evaluation of library, equipment and facilities
 - b. Evaluation of budget and use of assessment for requests
5. Adding monitoring of student persistence and success data as well as student enrollment and graduation rates
6. Expanding on steps for Improvement and tying those improvements to the budget process.

The Student Learning Assessment Committee will be focusing this year on the incorporation of co-curricular learning into the degree program assessments, re-instatement of Mid-point Assessment Reviews, and assisting academic units with the use of Blackboard Goals for data collection.

Academic Degree Annual Assessment Audit						
Degree:			2021	Overall Quality Score:	0%	
Completion of Approvals & Information Block		Date	Yes/No			
Review	Department Head Approval		Program Level context provided?		A. Student-centered learning objectives	0%
	Dean Approval		List of Student Learning Outcomes Assessed?		B. Systematic method for evaluating progress on objectives	0%
	Office of Assessment Review		Curriculum changes noted?		C. Results of program assessment	0%
			Project Status updated?		D. Use of results for improvement	0%
			Included attachments noted?			
Comments:						
Annual Assessment Plan Quality						
Directions: Rate the quality of each topic by entering the corresponding points to indicate whether the criterion is Not Evident (0), Emerging (1), Established (2), or Highly Developed (3).						
A. Student-centered learning objectives		Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	
A.1	The program faculty has identified student learning outcomes appropriate for the discipline.	No student learning outcomes are specific to the program or related industry's content. Outcomes are very vague or general and could apply easily to any degree program.	Some learning outcomes are specific to the program, but not all. Or they are all program-specific, but not all are appropriate for the degree level (example: B.A. vs M.S.)	Most or all learning outcomes are program specific and most or all are appropriate for the learning occurring for the degree level.	All student learning outcomes are clearly aligned to the content taught within the program and prepare graduates for employment in the related field. They are also appropriate for the degree level, referring to learning occurring during the specific level of study. Student learning outcomes may be aligned with learning standards set by the industry-specific accreditor or professional association.	
	Enter score in this row:					
A.2	<u>Clarity and Specificity:</u> SLOs are clear, measurable, and based upon appropriate processes for the discipline.	No student learning outcomes stated; or highly deficit (most programs have 3-5 student learning outcomes or more)	Student learning outcomes present, but written with imprecise verbs (e.g., know, understand), vague description of content/skill or attitudinal domain, and non-specificity of whom should be assessed (e.g., "students")	Student learning outcomes generally are written using precise verbs, informative descriptions of the content/skill or attitudinal domain and specifications of whom should be assessed (e.g., "graduating seniors in the Biogy B.A. program")	All student learning outcomes are stated with clarity and specificity using precise verbs, informative description of the content/skill or attitudinal domain, and specification of whom should be assessed.	
	Enter score in this row:					
A.3	<u>Orientation:</u> SLOs are student-centered.	No objectives stated in student-centered terms.	Some objectives stated in student-centered terms.	Most objectives stated in student-centered terms.	All objectives stated in student-centered terms (i.e., what a student should know, think, or do).	
	Enter score in this row:					
A.4	<u>Course/learning experiences are mapped to objectives:</u> The program has developed a curriculum map aligning student learning outcomes to courses and activities.	No activities/courses listed or documentation provided, lacks evidence of curriculum alignment	Related activities/courses documented but alignment to student learning outcomes is absent	Most student learning outcomes have classes or activities aligned to them	All student learning outcomes have classes or activities aligned to them.	
	Enter score in this row:					
Comments:						0
B. Measures		Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	
B.1	<u>Relationship between measures and objectives:</u> The faculty uses indicators of student learning success (measures) that are aligned with student learning outcomes.	Seemingly no relationship between objectives and measures	At a superficial level, it appears the content assessed by the measures matches the objectives, but no explanation is provided.	General detail about how objectives relate to measures is provided. For example, the faculty wrote items to match the objectives, or the instrument was selected "because its general description appeared to match our objectives"	Detail is provided regarding objective-to-measure match. Specific items on the test are linked to objectives. The match is affirmed by faculty subject experts (e.g., through a backwards translation).	
	Enter score in this row:					
B.2	The faculty assesses student learning at multiple points throughout the program.	No evidence of student learning assessment at multiple points in the program	Evidence of student learning assessment in at least two points in the program	Evidence of student learning assessment occurring formatively and summatively for at least one outcome in the program.	Evidence of assessment for 3 or more objectives occurring formatively and summatively in the program.	
	Enter score in this row:					
B.3	<u>Types of Measures:</u> The faculty uses a variety of assessment methods appropriate to the outcomes being assessed.	No measures indicated	Objectives are not assessed via direct measures (only with indirect measures)	Most objectives assessed with direct measures.	All objectives assessed using at least one direct measure (e.g., tests, essays)	
	Enter score in this row:					
B.4	<u>Specification of desired results for objectives</u>	No statement of desired results for objectives.	Statement of desired result (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but no specificity (e.g., students will grow; students will perform better than last year)	Desired result specified. (e.g., our students will gain 1/4 standard deviation from junior to senior year; our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired result specified AND justified (e.g., Last year the typical student scored 20 points on measure x. The current cohort underwent more extensive coursework in the area, so we hope that the average student scores 22 points or better.)	
	Enter score in this row:					

B.5	<u>Data collection & research design integrity.</u> The faculty has an appropriate process for evaluating program learning outcomes on a regular basis.	No information is provided about data collection process or data not collected.	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., thirty-five seniors took the test).	Enough information is provided to understand the data collection process, such as who and how many took the assessment and description of the sample. However, methodological flaws may exist such as unrepresentative sampling, testing conditions, testing protocol, or mismatch with specification of desired results.	The data collection process is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
	<i>Enter score in this row:</i>				
Comments:					0
C. Results of program assessment		Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)
C.1	Presentation of Results	No results presented	Results are present, but it is unclear how they relate to the objectives or the desired results for the objectives.	Results are present, and they directly relate to the objectives and the desired results for objectives but presentation may be difficult to follow. Statistical analysis may or may not be present.	Results are present, and they directly relate to objectives and the desired results for objectives, are clearly presented, and were derived by appropriate statistical analyses.
	<i>Enter score in this row:</i>				
C.2	Interpretation of Results	No interpretation attempted	Interpretation attempted, but the interpretation does not refer back to the objectives or desired results of objectives. Or, the interpretations are clearly not supported by the methodology and/or results.	Interpretations of results seem to be reasonable inferences given the objectives, desired results of objectives, and methodology	Interpretations of results seem to be reasonable given the objectives, desired results of objectives, and methodology. Plus, multiple faculty interpreted results (not just one person). And, interpretation includes how classes/ activities might have affected results.
	<i>Enter score in this row:</i>				
C.3	The faculty has provided evidence to support results of program assessment such as faculty meeting and advisory board minutes, emails, reports, rubrics, sample assignments and exams, specialized accreditation review, etc.	No evidence provided	At least one item of evidence is included.	Faculty have provided more than one type of evidence to support program assessment.	Several types of evidence have been included to support statements made and provide strong argument for effectiveness of assessment activities.
	<i>Enter score in this row:</i>				
Comments:					0
D. Use of results for improvement		Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)
D.1	<u>Program modification and improvement regarding student learning and development.</u> The program regularly implements continuous quality improvements ("closing the loop") based upon previous years' assessment data.	No mention of any modifications	Examples of modifications documented but the link between them and the assessment findings is not clear.	Examples of modifications (or plans to modify) documented and directly related to findings of assessment. However, the modifications lack specificity.	Examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are very specific (e.g., approximate dates of implementation and where in curriculum they will occur.)
	<i>Enter score in this row:</i>				
D.2	The faculty modifies teaching methods to improve student learning.	No evidence provided.	Unsupported statement that modifications have been made.	Statement of modified teaching methods provide evidence to support statement.	Strong rationale for teaching modifications provided along with evidence to show why such modifications were selected.
	<i>Enter score in this row:</i>				
D.3	Improvement of assessment process	No mention of how this iteration of assessment is improved from past administrations.	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations.	Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus evidence of some moderate revision, or general plans for improvement of assessment process.	Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, specific details are given. Either present improvements or intended improvements must encompass a major revision.
	<i>Enter score in this row:</i>				
D.4	The faculty has provided evidence to support use of results for improvement such as schedules/calendars, rubrics, results/data reports, faculty meeting minutes, curriculum committee approvals, program reviews, etc.	No evidence provided.	At least one item from description has been included.	Faculty provide multiple items of evidence to show how results have been used to improve student learning.	Evidence of student learning improvement along with a rationale and explanation of the choice is provided.
	<i>Enter score in this row:</i>				
Comments:					0