

# Assessment and Accreditation Committee

West Liberty University  
Program Review February 2012

5-YR BOG Report: Mathematics  
Assessment Reports: Business, Medical Laboratory Science, Interdisciplinary Studies,  
Communications, English, Social Sciences, Exercise Physiology, Criminal  
Justice, Graphic Design

## Consent Items

### B.S. Mathematics

The Board of Governors is asked to approve the five-year program review for the B.S. in Mathematics program with corrective action focused on further development of the program's assessment plan, specifically the measurement of student learning outcomes and use of outcome data.

A follow-up assessment report is required in 2012-2013. The follow-up assessment report is recommended to continue annually until an assessment plan with feedback loop is established and implemented consistently. At such time, the program will be required to file the standard Assessment Progress Report at the mid-point of each five-year program review cycle.

The following programs submitted standard Assessment Reports for the 2011-2012 academic year are presented before the West Liberty University Board of Governors for approval:

- Business Administration
- Business Information Systems
- Medical Laboratory Sciences
- Interdisciplinary Studies

The Assessment Reports are required for each program at the mid-point of their WLU Board of Governors 5-year program review cycle. The reports submitted from each program were reviewed by the University Assessment and Accreditation Committee. Using a standardized rubric, each report was scored for progress in programmatic assessment by the committee. Based on these results, recommendations were made to each program during a follow-up meeting between the members of the University Assessment and Accreditation Committee, the Dean of the respective College, the Chair of the respective department, and the assessment coordinator for the program. In each case, the Assessment Report demonstrated progress of the academic program in developing, implementing and continuing current assessment efforts.

The following are the recommendations for each program:

- Business Administration- submit updated assessment progress results in the full WLU Board of Governor's Program Review due February 1, 2013

## Assessment and Accreditation Committee

- Business Information Systems- submit updated assessment progress results in the full WLU Board of Governor's Program Review due February 1, 2013
- Medical Laboratory Sciences- submit updated assessment progress results in the full WLU Board of Governor's Program Review due February 1, 2014 **contingent** upon development of 3-5 Student Learning Outcome Statements (due date September 17, 2012)
- Interdisciplinary Studies- submit updated assessment progress results in the full WLU Board of Governor's Program Review due February 1, 2014

The following Follow-Up Assessment Progress Reports for the 2011-2012 academic year are presented before the West Liberty University Board of Governors for approval:

- Communications
- Criminal Justice
- English
- Exercise Physiology
- Graphic Design
- Psychology
- Social Sciences

These reports were required based on review of previous reports demonstrating the programs were in the developmental stages of planning and implementing assessment measures. The reports were reviewed by the University Assessment and Accreditation Committee. Using a standardized rubric, each report was scored for progress in programmatic assessment. The results were reported to the Dean of the respective College, the Chair of the respective department, and the program Assessment Coordinator by the members of the University Assessment and Accreditation Committee.

The following are the recommendations for each program:

- Communications- submit a Follow-Up Assessment Progress Report by September 17, 2012
- Criminal Justice- submit updated assessment progress results in the full WLU Board of Governors Program Review due February 1, 2014
- English- submit a Follow-Up Assessment Progress Report by September 17, 2012
- Exercise Physiology- submit a Follow-Up Assessment Progress Report by September 17, 2012
- Graphic Design- submit updated assessment progress results in the full WLU Board of Governors Program Review due February 1, 2015
- Psychology- submit updated assessment progress results in the standard Assessment Progress Report due February 1, 2014
- Social Sciences- submit updated assessment progress results in the full WLU Board of Governors Program Review due February 1, 2013

## Assessment and Accreditation Committee

Department: **English**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **March 1, 2012**

Decision (check one):

Revision Needed (**Submit an Assessment update on September 17, 2012**)

Assessment Plan Approved

### Committee Recommendations

#### English:

1. First of all, it should be mentioned that the committee was very impressed with your student learning outcomes. In fact, your program's outcomes were received with perhaps the most enthusiasm of any program's we evaluated. That fact, coupled with the impressive curricular map you've compiled, suggests that you have a strong foundation from which to work in your assessment planning.
2. That said, you admitted in your report that not much progress has been made over the past year. The committee recognizes that your program is in the midst of major curriculum changes, thus rendering the implementation of a comprehensive, systematic assessment plan difficult. However, the committee also expressed a desire to see these curricular changes linked to some assessment work. If, in fact, the goal of assessment is to gather "data" for use in informed curricular decision making, there may be no better time than when a major curriculum change is on the horizon. In short, the committee does not believe it impossible to assess (at least on a limited level) in the midst of curriculum change and would like to see a continuation of your program's assessment work.

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
ENGLISH	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

## Assessment and Accreditation Committee

Department: **Communication**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **March 7, 2012**

Decision (check one):

Revision Needed: **Address Committee recommendations and submit an Assessment Progress Report by September 17, 2012**

Assessment Plan Approved

### Committee Recommendations

#### Communication:

1. There is some confusion from the committee about your student learning outcomes. Is the program planning to measure only the 5 larger (boldface headings) student learning outcomes, or is the program planning to measure the outcomes on the level of those smaller breakdowns? If the latter, this means that the program is committing to measuring 15 outcomes using multiple measures and in multiple locations. If that's the case, this is most likely going to be a larger project than can be handled. The committee recommends that your program work only to assess the 5 larger outcomes in order to achieve maximum ease and efficiency in your assessment plan.
2. In addition, the committee recognizes that your program is in the midst of major curriculum changes (such as adding new tracks and programs), thus rendering the implementation of a comprehensive, systematic assessment plan difficult. However, the committee also expressed a desire to see these curricular changes linked to some assessment work. If, in fact, the goal of assessment is to gather "data" for use in informed curricular decision making, there may be no better time than when a major curriculum change is on the horizon. In short, the committee does not believe it impossible to assess (at least on a limited level) in the midst of curriculum change and would like to see a continuation of your program's assessment work.

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Communications	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

Department: **Mathematics**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **April 2012**

Decision (check one):

Revision Needed

Assessment Plan Approved: **Submit updated assessment progress results due September 17, 2012**

## Committee Recommendations

Mathematics

1. First of all, it should be noted that the committee really liked your student learning outcomes. You've identified and clearly stated some very effective and measurable student learning outcomes. There was some question about the level to which you would be measuring them, though. Each outcome has at least an A. and a B. (if not a C., D., & E.). If you're using those sub-components on an internal level simply to keep your curriculum organized, that's a great idea. However, if you hope to assess each sub-component individually, that may cause more work/complication for you than is necessary. If that's the case, you'll really be measuring 21 outcomes as opposed to 6. If you stick to the 6 overarching outcomes, though, they appear to be very useful and measurable.
2. In addition, the committee is impressed with the work and detail you've put into your curriculum maps. These maps can be very useful for analyzing your curriculum. In fact, you may have even done too much work on your maps. For the purposes of program review, you're really only responsible for reporting on the B.S. in Math. The Education Department will be reporting about B.A. in Math Ed. It's no problem at all to have a set of content-specific outcomes and maps for your Math Ed students for internal use within your department. However, for the purposes of reporting your information externally, you're really only responsible for the B.S. in Math.
3. Perhaps the biggest thing the committee would want to see from your program review materials as they relate to assessment is a plan for and implementation of your departmental assessment program. There appears to be no indication that you've begun collecting and analyzing data. There is a mention of data collection beginning in Spring 2011; however, you do not report on those two semesters' worth of data, what you're doing with them, and/or what you plan to do with them moving forward. Overall, then, the committee would like to see you move your assessment program forward to the data collection and analysis stage, especially now that you have a nice scaffolding in place to do so (as evidenced by your maps and outcomes).
4. In addition, all of your assessment work (i.e., addressing the deficiency in proof writing) appears to be based on indirect, anecdotal measures. Indirect measures can be helpful; however, they need to be coupled with direct measures (perhaps gleaned from your capstone assessment). Overall, the committee would like to see you draw more meaningful links between your program adjustments and the assessment data you collect

---

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Mathematics	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

Department: **Medical Laboratory Science**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **February 29, 2012**

Decision (check one):

Revision Needed

Assessment Plan Approved (**Contingent upon the development of 3 to 5 Student Learning Outcome Statements to be submitted by September 17, 2012**)

**Update Assessment Progress and include in the MLS/BOG Program Review due February 1, 2013**

## Committee Recommendations

### Medical Laboratory Science:

1. First of all, it should be noted that the committee is very impressed with the progress that the MLS program has made in terms of its assessment plan. You are one of the few programs that shows an awareness of the need to utilize assessment findings as the driving force behind programmatic and curricular changes. Overall, the committee would like to commend you on your progress so far.
2. In addition, the committee would like to commend your program on its commitment to aiding the efforts of the General Studies Program's assessment. It is very important to the General Studies Program to track the ways that the General Studies student learning outcomes transfer and integrate to our major programs. So, the committee would like to thank you for your continued support of the General Studies Program assessment efforts.
3. Perhaps the biggest thing to work on in strengthening the assessment plan in your program is the clarification and streamlining of your program-wide student learning outcomes. Some of your student learning outcomes are very clear and measurable (i.e., "Students will demonstrate skill in interpreting laboratory data to suggest a diagnosis and additional laboratory tests."). However, others of your stated outcomes appear to be more concerned with "program effectiveness" as opposed to student learning (i.e., "100% of graduates will pass the national certification exam"). It is true that the exam pass rate is an important piece of data for your program; however, it is a marker of program effectiveness, not something students have demonstrated they have learned. Skill in interpreting lab results *is* something students can demonstrate they have learned. As a result, the committee believes your assessment work can be made easier and more efficient through a streamlining of your student learning outcomes (perhaps 3-5 outcomes that describe student learning, not program effectiveness).

---

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Medical Laboratory Science	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

Department: **Social Sciences**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **March 8, 2012**

Decision (check one):

Revision Needed (**Submit Assessment Progress results in the BOG Program Review for Social Sciences due February 1, 2013**)

Assessment Plan Approved

## Committee Recommendations

### Social Science:

1. The committee was certainly impressed with the level of detail you provided in relation to your student learning outcomes and mapping. In addition, the committee really liked the outcomes that you've written—especially those relating to the core. However, the committee also feels that identifying separate outcomes for each track is going to overcomplicate your assessment efforts. For the sake of efficiency and ease of use, the committee suggests that you arrive at 3-5 of program-wide (regardless of track) student learning outcomes. This might easily be accomplished by simply expanding the outcomes you've written for the core. Many of the track-specific outcomes find overlap in those core outcomes anyway. In short, if all of these tracks are, in fact, a part of one program (not separate majors such as C.J. and Psych.), it should be possible to establish common outcomes regardless of track.
2. In addition, the committee recognized that your program is making some very important and very impressive adjustments to your curriculum and offerings (i.e., adding a new track, adding new faculty, etc). However, the committee also noted that those changes do not appear to be tied to information gained through the assessment process. The committee will be interested to see that future curricular adjustments be linked concretely to the assessment work completed in your program. Informed decision making about one's program is, after all, the ultimate goal of a successful assessment system.
3. Finally, the committee also recommends a diversification in terms of your types and locations of measures. It appears from the report that the primary assessment vehicle at this point is the capstone project/exam. The committee, therefore, remarked on the need to implement other measures at other points throughout the curriculum. It appears from the final paragraph of your report's narrative that this sort of diversification is a part of the plan for the upcoming year; nonetheless, the committee wanted to affirm that plan and note the need to do so.

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Social Sciences	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

Department: **Exercise Physiology Program**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **February 28, 2012**

Decision (check one):

Revision Needed: **Submit an Assessment Progress Report by September 17, 2012**

Assessment Plan Approved

## **Recommendations of the Assessment and Accreditation Committee:**

### **Exercise Physiology:**

1. First of all, the committee is aware of the change in the Assessment Coordinator position, and understands the inherent “learning curve” that goes with such a position change. We as a committee are grateful for your efforts in putting together this report.
2. Perhaps the biggest issue that arose from the committee’s discussions is the lack of clarity of your program’s student learning outcomes. Some of the outcomes appear to be course specific (i.e., relating to EP 325/326, EP 448/449, and EP 460/462) as opposed to program wide. Other outcomes appear to place too much focus on what the program will do (i.e., “to recognize differences in how students learn and provide instruction to accommodate such diversity”). In addition, it’s not clear how the dispositional outcomes fit into the larger programmatic outcomes; they appear to be separated out here. Therefore, the committee recommends the establishment of a set of program-wide student learning outcomes that focus on what the students will be able to do by the end of the program. Some examples might be as follows:

“Students will demonstrate proficiency in the collection of scientific data through appropriate research design and implementation.”

“Students will recognize the limitations of their own research design, and demonstrate an awareness of how to minimize those limitations in future design.”

“Students will clearly articulate the findings of scientific research in appropriate scientific formats.”

“Students will exhibit responsible, professional behavior and adhere to the ethical standards of the Exercise Physiology profession.”

3. Overall, the committee believes that a clearer articulation of the program’s student learning outcomes is ultimately the first and most necessary step in implementing a comprehensive, systematic assessment plan for your program.
4. The committee recognizes that you’ve made some very important changes to your program over the past year or two; however, those changes have not been linked to program assessment. The HLC will want to see that future programmatic and curricular changes are built on informed decisions linked to the findings of the program’s assessment plan.

---

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Exercise Physiology	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

Department: **Business**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **March , 2012**

Decision (check one):

Revision Needed

Assessment Plan Approved: **Submit updated assessment progress results in the BOG Program Review due February 1, 2013. Update is to include narrative of assessment plan implementation, development and placement of assessment measures and results.**

## Committee Recommendations

### Business:

1. First of all, it should be noted that the committee really liked the student learning outcomes you've identified. They are well constructed and clearly stated. In addition, they reveal a very strong integration of General Studies skills/outcomes within the Business program. The committee, in fact, found your student learning outcomes to be among the best we looked at in this round of assessment updates.
2. It is also clear that your program has developed a variety of different measures, and that you have placed those measures throughout your curriculum. In short, The committee commends your program for having a strong assessment framework from which to proceed (i.e., a good sense of outcomes, measures, locations, etc.).
3. However, the biggest issue noted by the committee was the lack of evidence that you've proceeded much beyond the abovementioned scaffolding. It doesn't appear from the information provided that your program has made much progress toward "closing the loop." The committee would, therefore, encourage you to move forward from the planning stage to the implementation stage of collecting data and analyzing it for use in informed decision making about your program's curriculum. In addition, it is clear from your overall plan—as represented by the chart on page one of your report—that your program is aware of the need to "close the loop." It stands to reason, then, that the next step in your implementation of a programmatic assessment plan is to "just do it." Your program appears poised to move forward successfully, and it is the recommendation of this committee that you begin that implementation in the upcoming year.

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Business	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

Department: **Psychology**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **March 8, 2012**

Decision (check one):

Revision Needed

Assessment Plan Approved (**Submit a BOG Assessment Progress Report for Psychology on February 1, 2014**)

## Committee Recommendations

### Psychology:

1. First of all, the committee would like to commend your program on your progress. Based on this report, it appears that your assessment plans are progressing successfully. In fact, the committee wanted it to be known that yours was one of the three best reports we looked at during this round of updates.
2. In particular, the committee was impressed with your linking of program alterations to the results of the field test and curricular mapping. This kind of “closing the loop” (to use the assessment lingo) is precisely what successful assessment plans can foster—informed changes to the curriculum based on assessment findings.
3. The committee did note that there is really no need to provide information about faculty credentials and professionalization activities in a report regarding assessment. Instead, the primary focus of such a report should be the gathering of information about student learning and the use of that information to make positive improvements to the program.
4. Nonetheless, the committee was satisfied with your progress over the past year and believes that progress is representative of your program’s “getting it.” Therefore, the committee’s primary recommendation, at this point, is merely to continue to progress in a like manner—that is to say, you should not necessarily stand pat, but rather use the momentum gained this year to take further, similar strides in the coming years.

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Psychology	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

Department: **Criminal Justice**

Action Decided by the University Assessment and Accreditation Committee:

Decision Date: **March 8, 2012**

Decision (check one):

Revision Needed

Assessment Plan Approved: **Update Assessment Progress in the Criminal Justice BOG Report due February 1, 2013**

## Committee Recommendations

### **Criminal Justice:**

1. First of all, the committee would like to commend your program on your progress. Based on this report, it appears that your assessment plans are progressing successfully. In fact, the committee wanted it to be known that yours was among the best reports we looked at during this round of updates.
2. In particular, the committee was impressed with your linking of program alterations to the results of the field test and curricular mapping. This kind of “closing the loop” (to use the assessment lingo) is precisely what successful assessment plans can foster—informed changes to the curriculum based on assessment findings. Furthermore, the committee found the Criminal Justice program to be perhaps the strongest program we evaluated in regard to “closing the loop.”
3. That said, the committee does recommend a streamlining of your student learning outcomes. Truth be told, the committee really liked the way your outcomes are written—the statements themselves are exemplary. However, each outcome does have an a, b, and c. Therefore, for all intents and purposes, your program is working from 15 outcomes as opposed to the more manageable 5. As a result, the committee suggests writing more generalized statements for numbers 1-5, and allowing those to be the outcomes you attempt to assess on a programmatic level. The committee feels this streamlining might increase the efficiency of your assessment plans and simply make your work easier (without sacrificing anything in the way of utility).
4. Finally, the committee also recommends a diversification in terms of your types and locations of measures. It appears from the report that the primary assessment vehicle at this point is the major field test. The committee, therefore, remarked on the need to implement other measures at other points throughout the curriculum. It appears from the final paragraph of your report’s narrative that this sort of diversification is a part of the plan for the upcoming year; nonetheless, the committee wanted to affirm that plan and note the need to do so.

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
<b>Criminal Justice</b>	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

# Assessment and Accreditation Committee

**Program: Graphic Design**

**Decision Date: March 7, 2012**

Decision (check one):

Revision Needed

Assessment Plan Approved (**Submit Assessment Progress results in the BOG Program Review for Graphic Design due February 1, 2015**)

## Committee Recommendations

### Graphic Design:

1. The committee would like to affirm that your work has been exemplary in terms of the progress that your program has made in the area of assessment over the past year. Your outcomes are clearly and specifically stated; your outcomes are measured by multiple instruments and in multiple locations; and your instruments appear to be very useful. Given that your program was “starting from scratch” a year or two ago, this is truly impressive progress.
2. This, of course, doesn’t mean that there isn’t further progress to be made. One addition the committee would like to see you add to your assessment plan is at least one measure earlier in the program. It appears that most of your measures occur in the final two years of the program. Therefore, the committee wanted to see some formative (rather than merely summative) assessments earlier in the program—perhaps a “milestone” in the sophomore year or something like that?
3. In addition, given that much of your assessment work is relatively new, the committee would also like to encourage you to look toward using the assessment findings you’re currently gathering for future programmatic and curricular changes/improvements. But overall, the committee is very pleased with the Graphic Design program’s progress in the area of assessment.

---

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White

## Assessment and Accreditation Committee

Program Review Assessment Rubric					
Graphic Design	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/revisions	(2) Evidence of planning	(1) Evidence not included
<b>(A) Student Learning Outcomes</b>	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
<b>(B) General Studies Integration</b>	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in <i>either</i> an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
<b>(C) Assessment Method (Measures/ Instruments)</b>	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
<b>(D) Location of Measures</b>	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
<b>(E) Timeline for Assessment Implementation</b>	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
<b>(F) Implementation of Program Revision</b>	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Steve Criniti, Chair; Matthew Harder; Keely Camden; Donna Lukich; Margaret Six; Paula Tomasik; Carrie White