# Warner Pacific University
# Academic Assessment Handbook

2019 - 2020

Based on the "Assessment Handbook for Academic Programs, Academic Support Units, and Administrative Units" from La Grange College and the "Academic Assessment Handbook" from The University of North Carolina at Greensboro

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# Review Process

**Implementation:**

As we begin the implementation process for yearly assessment through Taskstream, each division or department is required to set up and evaluate, using Taskstream, at least one academic program per year.

For the first year of review, faculty will be required to create, edit, and enter in all program outcomes, create measures, and collect data for all learning outcomes. This will provide a baseline for each program moving forward.

**Assessment Review Cycle:**

After the initial year of set up and overall review, faculty are required to make any updates to the standing requirements that are necessary at the beginning of each year. In addition, faculty are responsible for reviewing one-third of their stated learning outcomes each year. At the end of the three year cycle, all program outcomes will be assessed and division/department leaders are required to submit the completed 3-Year Assessment Narrative to the Assessment Committee for review.

**Goals:**

"Gathering evidence of academic accomplishment – the knowledge, skills and competencies students gain as a result of their college experience – is a continuous process. It occurs at various levels and across many dimensions, and the findings are intended to enable institutions to make improvements, assess the impact of changes in academic programs and provide evidence of learning outcomes to those to whom they are accountable," (National Institute for Learning Outcomes Assessment).

Through the process of programmatic assessment, we have the opportunity to celebrate our success through students' achievement and work together to strengthen our programs by setting outcomes based on good practices and meaningful data. In addition, it is the expectation of the college's regional accrediting organization, Northwest Commission on Colleges and Universities, that each institution demonstrates its ongoing engagement with assessment and the use of assessment practices and data to make informed decisions.

# Mission Statement or Purpose Statement

**Summary:**

- Each academic program at Warner Pacific University must have a mission or purpose statement.

- A mission or purpose statement is a clear statement of the broad aspects covered within a program. This statement addresses the student learning in the program but may also include the guiding principles or philosophy of the program. This statement should be succinct (75 - 100 words), but should still convey how the program supports the mission of the institution and the mission of the division or department.

- Each program at WPU must have a mission statement that communicates clearly what it does, which should be unique from other programs.

**Mission Example:**

This degree supports a core of general biological knowledge and skills and is designed to provide background necessary to facilitate careers in the major areas of biology. It is intended to support the needs of students who are seeking to pursue graduate school or are interested in secondary biology education.

**Taskstream:**

The mission statement is part of the "Standing Requirements" for Taskstream. Please enter the mission statement text under the "Mission Statement" tab.

**Section Checklist:**

- ☐ Mission or purpose statement is a clear statement of the broad aspects covered within a program.
- ☐ This statement addresses the student learning in the program.
- ☐ Mission statement is aligned with the University mission.
- ☐ Mission statement is aligned with the College/School's mission

# Student Learning Outcomes

**Summary**:

- Student learning outcomes reflect what a program's faculty have identified as the primary knowledge, skills, or values their students will demonstrate upon completion of the program.

- Accredited programs should refer to their accrediting body for guides to defining student learning outcomes. If the program is unaccredited, professional organizations can be a resource.

- Student learning outcomes should be SMART: Specific, Measurable, Attainable, Results-oriented, and Time-bound.

- Student learning outcomes (SLOs) at Warner Pacific University describe what a program's faculty have identified as some of the primary knowledge, skills, or values that students graduating from the program will demonstrate. They are aligned with the program's mission or purpose statement.

- SLOs often remain in place for several years since they reflect the program's mission. They are not permanent, however, and a program should reconsider SLOs as a program evolves to reflect changes in the University, academic field, or priorities among the faculty. At WPU, each program should have no fewer than three SLOs.

**Defining Student Learning Outcomes**

The Office of Institutional Research and Assessment can help programs phrase or rephrase their programs' outcomes. It is often a matter of referring to the mission or purpose statement to see what students should expect to know or do upon graduation. There are other resources, too, which include their peers or professional organizations.

If your program is not accredited, you should research student learning in the web sites of your professional organizations. If you find a SLO that has the essence of the learning in your program, you should be able to revise it to suit your program.

For accredited programs, faculty should consult the standards set by their accrediting bodies. The intention of assessment at WPU is not to duplicate assessment efforts. If a program needs to respond to student learning outcomes set by an external accreditor, then their internal assessment plan should reflect those same standards.

**Wording SLOs**

The wording of student learning outcomes should be chosen in order to concisely communicate what the students will know, do, or value. Concrete action verbs should indicate the specific behavior students will performs. The verb that is selected to describe the outcome also communicates a level of proficiency, and should be selected with care. For example, "understand" is a much weaker verb than "analyze" or "justify." Bloom's Taxonomy or a similar tool can be useful for guidance. Please see Vanderbilt University's Center for Teaching for helpful information regarding Bloom's Taxonomy. For more resources on writing student learning outcomes, please see the National Institute for Learning Outcomes Assessment.

**S.M.A.R.T.**

Student learning outcome statements should be "S.M.A.R.T." (Specific, Measurable, Attainable, Results-oriented, Time-bound.), a mnemonic first attributed to George Doran in reference to performance goals. See Lawlor and Hornyak 2012 for more.

***S**pecific*: Outcomes must clearly communicate to any reader what the student will be able to know, do, or value.

***M**easurable:* You must be able to gather evidence that the students have learned this outcome. Students can easily demonstrate writing skills, but it may be harder to demonstrate "sensitivity." You must be able to correlate directly what the students do (a test, inventory, or other work product) to the student learning outcome. SLOs cannot be loosely measured, which should be considered when writing the SLO.

***A**ttainable:* Students must be able to achieve this student learning outcome in this program. "Students will be able to apply basic research methods, including research design, data analysis, and interpretation" is attainable in most learning environments. "Students will build their own operational one-man submersible" is an SLO that might be appropriate for very few, well-funded programs.

***R**esults-oriented*: Outcomes should state that end result and not the process for getting to the result. For example, "Students will continuously explore the benefits of diversity in politics and culture," does not provide a result to assess. "Students will justify the selection of one marketing model over another for a final project" is results-oriented.

***T**ime-bound:* Because of the structure of academic assessment, there is an implied boundary of time. For academic programs, the implication is that the students will acquire the skill upon completion of the program. If a program intends to use different benchmarks of time to assess specific learning, this should be clearly stated in the SLO.

**Student Learning Outcome Example:**

Students produce competent presentation drawings across a range of appropriate media. Students (subject) produce (verb) competent presentation drawings (object) across a range of appropriate media (modifiers).

**Note:** SLOs should not have more than one learning outcome (i.e. not be compound). E.g., Students compute complex math equations **and** are able to explain them to non-math peers.

**Taskstream:**
The student learning outcomes are part of the "Standing Requirements" for Taskstream. Please enter the SLOs under the "Learning Outcomes" tab.

**Section Checklist:**

- ☐ SLOs are aligned with the mission and goals.
- ☐ At least three SLOs exist, but no more than 15 SLOs.
- ☐ All SLOs use concrete action verbs to indicate the specific behavior that will be performed (e.g. Bloom's Taxonomy).
- ☐ A single SLO statement should not have more than one learning outcome.

# Measures

**Summary:**

- Measures describe the work products that students provide to show what they have learned and how well they have learned it.
- Each student learning outcome must have at least one direct measure, although more than one is preferred.
- There are two types of measures, direct and indirect. Direct measures provide evidence of learning, while indirect measures do not.
- Assessment and grading are different. Assessment pertains to individual components or learning outcomes. Grades are comprehensive.
- The data collection process describes who is assessed, how they are assessed, and by whom they are assessed.
- A clear data collection process suggests validity in the assessment process.

The "Measures" data type at WPU is made up of two parts, measures and the data collection process. First, measures state what students will do to demonstrate the student learning outcomes. Second, the data collection process tells what the data collection process is. Each of these parts is important in describing how student learning is assessed.

**Defining Measures:**

Measures describe the work products that students provide to show what they have learned (SLO) and how well they have learned it (proficiency). Measures can be direct, where the students actually produce something to show that they have learned it. Measures could also be indirect, where students do something related to learning that suggest they have learned the outcome. Indirect measures are harder to correlate to learning than direct measures are. What is important is that, whether it is direct or indirect, the measure must gather evidence of (match) the SLO (validity).

*Direct measures:*

Direct measures are more powerful because they require a student to demonstrate the skill identified in the outcome. Direct measures require the student to provide proof identified by the faculty as valid evidence that they have the learning. Direct measures include student work products like research papers, portfolios, theses, specific exam questions, and performances. Each student learning outcome must have at least one direct measure, although more than one is preferred.

*Example:* Students taking ESS 468 present the results of their practicum in a 20-minutes oral presentation, describing the exercise program they designed during the practicum, the issues that arose during the program, their problem-solving approach to the issues, and the adjustments made to the program based on the issues.

*Indirect measures:*

Indirect measures are weak evidence because the student does not directly demonstrate they have learned the student learning outcome. Indirect measures ask for someone's opinion or perception about student learning outcomes that are otherwise measurable by the faculty. Student surveys, alumni surveys, employer or internship surveys, and job placements are examples of indirect measures.

*Example:* Supervisors who oversee students on their internships will be asked in a survey at the end of the internship if the student demonstrated proficient critical thinking skills for the workplace, responding on a 5-point Likert scale.

*Grades as a Measure:*

Assessment and grading are different, and the main difference lies in what is being assessed. When a grade is given, it is usually comprehensive in that it is allocated to the entire work. Because there are probably several components that are being assessed, such as the writing, content, critical thinking, etc., the grade does not allow you to analyze any one of the components. A rubric, which facilitates (for the faculty member and the student) the breakdown of a student's performance on an assignment into several categories and several scores, permits the use of an assignment to show a student's learning on a single outcome. However, the grade as a whole cannot be used. Assessment is the evaluation of a single component or skill (writing ability, content knowledge, etc.). Grades, therefore, are not used for assessment.

**Data Collection Process:**

The data collection process describes who is assessed, how they are assessed, and by whom they are assessed. This is the second part of the measure, completing the picture of the assessment process.

The set of students evaluated ("who") can represent the entire program or just part of it, depending upon who is assessed. The decision to use the students in one class may alter the measure's results, and thus the information faculty can learn about their program. However, a random sample of students can adequately represent all seniors if it is selected carefully. It is therefore important that the explanation of who is evaluated be provided; to show that faculty in the program understand the representative quality of the population that is assessed.

"How" students are assessed refers to the scoring or evaluation of the student's work. If a rubric or a rating scale of some sort is used, this is the place to describe it. An evaluation using the VALUE rubrics from AAC&U shows that a valid instrument is being used, and assures anyone

looking at the assessment plan that results have the potential to be strong. Rubrics designed by the faculty can also offer validity. This is the place to describe how the work is evaluated.

Finally, "by whom" will indicate the reliability of the results. For example, one reader will provide less credibility to the results than three faculty readers. A process in which faculty are trained on a rubric and inter-rater reliability is recalibrated often shows that the objectivity of the results matter to the faculty. A process in which the faculty member teaching the course does the evaluation is valuable, but not as much as the previous design.

The full description of a "measure", therefore, describes the student work and the process by which it is evaluated. The following is an acceptable example of a complete measure:

**Measure Example:**

Student Learning Outcome 1. Students completing a B.S. in mathematics should be able to demonstrate an understanding of key mathematical concepts in the following areas: Algebra/ Number Theory, Measurement/Geometry/Trigonometry, Functions/Calculus, Data Analysis/Statistics/Probability, and Matrix Algebra/Discrete Mathematics.

1a. Graduating mathematics majors will earn a score of XX% or higher on the Mathematics Major Field Test. (A score of XX% is the largest minimum score required by any state which administers this exam.)

**Taskstream:**

For each program outcome in Taskstream, you will create "Measures." To create a measure, please select the "Assessment Plan" tab under the current year. After "checking out" this area, you will have the opportunity to either create a new assessment plan (if this is the first time creating measures, copy an existing plan as starting point (you can copy your work from previous years), or continue to add measures. Once you have an assessment plan and the associated program outcomes, you can start to add measures. To add a new measure for an outcome, click the "Add New Measure" button. Here, you will address both the "Measures" and "Data Collection Process." Please add the title, measure type/method, and measure level. You will also add details or description of the measure you will be using. In the Implementation Plan (Timeline) section and Key/Responsible Personnel section, you will address the data collection process as seen above. For more information about Acceptable and Ideal Target sections, please see pg. XX in handbook. Finally, you can attach documents or links here. More in depth information regarding the assessment activity or the rubric are examples of documents that could be included.

**Conclusion:**

When deciding on assessments for the program, consider the following questions:

- What is the evidence that students are prepared for employment or for graduate school in a major-related field? (Do graduates possess the skills and knowledge that indicate that they will be successful?)
- Is the program fulfilling its desired role in the most efficient and effective way?
- What assessment tools are already in place that may be utilized?
- What new assessment tools are needed to measure the outcome(s)?
- What are the multiple ways to assess the outcome?

When choosing assessment tools, consider the following types. Except in extenuating circumstances, use more than one for a single outcome.

- Nationally normed or criterion referenced tests (Major Field Test, CLA+, NSSE, etc.)
- Pre-Tests and Post-Tests
- Rubric designed to grade items such as course-embedded assignments, reports, performances, exhibits, presentations, signature assignments, a focused portion of an exam, etc. (Having more than one qualified person grading a senior-level report, performance, etc. is better than only one person. If possible, having a qualified outside reviewer is valuable and adds credibility to the results.)
- Portfolios
- Direct measures that are frequency-based
- Satisfaction or Exit surveys – surveys conducted at graduation, post-graduation, or at some other significant point
- Selected questions on course evaluations
- Selected questions on a final exam or comprehensive test.
- Professional Standards associated with the program. Some programs may have professional associations that provide best practices or guidelines for reviewing the unit.

**Section Checklist:**

- ☐ There is at least one direct measure for each Student Learning Objective (SLO).
- ☐ Content assessed by the measures matches the SLOs (content validity).
- ☐ Data collection process (DCP) is clearly explained.
- ☐ DCP measures the gain in performance via pre/post.
- ☐ Multiple measures are present, allowing for triangulation.

# Targets

**Summary:**

- Targets succinctly communicate a quantifiable level of accomplishment for a particular measure.
- Targets must always indicate what is expected to be achieved in a single academic year.
- Targets must have specific numbers, which indicate the level of accomplishment for the measure. (e.g. 90%, 3 out of 5 or higher, 18 out of 25 points)
- Targets must define levels of achievement so that anyone can understand them. Words like "satisfactory" or "successful" must be defined.

**Creating Targets:**

Targets succinctly communicate a quantifiable level of accomplishment for a particular measure. Targets must always indicate what is expected to be achieved in this single, current academic year.

Targets must have specific numbers that indicate the level of accomplishment for the measure. Targets can indicate a number or percentage of students who will perform at the designated level, or they can indicate a designated level of proficiency, or both.

In this example, the target is the percentage of students who will demonstrate the skill (all or nothing): 90% of students completing the program will correctly use Excel to create arrays of data and appropriate graphs of the data for completion of problem sets.

In this example, two targets indicate the percentage of students and an expected level of proficiency: 80% of students will earn 27 out of 35 points on the organization portion of the final project rubric.

*Specifics:*

Targets must be clear, not just in numbers but also in words. "Satisfactory" and "successful" are positive, but they are not commonly understood. A better way to define these concepts is to share the rating scale. Does "satisfactory" mean 3 out of 5 points? Does "successful" mean fewer than five mistakes? Define a target so that the meaning is easily understood.

There is no easy rule for determining what the targets should be for any learning outcome. However, the faculty should have a rationale for defining a target, based on baseline data, previous student performance, external expectations, etc. Targets may change from year to year.

**Taskstream:**

Please see pg. 11 of this handbook for measure creation. For Acceptable Target and Ideal Target, please enter while creating the measure.

**Conclusion:**

For each outcome identified, each major should have specific desired results (typically two to three per outcome) that state how you will determine, in part, if you have accomplished your outcome. In Taskstream, this is the "Acceptable Target." You make also include an "Ideal Target." The results should do the following:

- Help the program respond to the questions, "How will we know if we have met our outcome?" or "What service can be provided to help achieve the outcome?"
- Be measurable.
- Be specific enough to allow assessment of progress. When setting a target, make sure to be able to defend that target so that it does not seem like it was randomly chosen.
- Be helpful in improving the quality of the unit's work.

**Section Checklist:**

- ☐ Target performance level for each measure is stated.
- ☐ Rationale is given for those targets/standards.

# Findings

**Summary:**

- Findings are the data that result from completing the measures identified in the assessment plan.
- Findings should be phrased in a similar way to measures in order to show the direct relationship.
- Specific numbers are essential in findings

At the end of the academic year, each unit must submit an assessment report that consists of the findings and operational plan(s). The first step is to collect the findings (or results) associated with each measure. Findings are merely the data that result when the measures listed in the assessment plan are completed.

Findings should be clearly presented so that they reflect the statement indicated in the target. It should align with the measure. As with the targets, specific numbers are essential for findings. It is also advisable to include the sample size for context. (E.g. n = 21, n is the number of seniors in a capstone course).

**Examples:**

*Findings Example 1*: Graduating student survey showed an increase of 3% in students who agreed that their writing skills improve because of the program between 09-10 and 10-11. (09-10: n=21; % agreed = 82) (10-11: n=27; % agreed = 85)

*Findings Example 2:* 81% (21) of students in ESS 468 earned a "Good" (3) or above on the rubric used to evaluate oral presentations. (n = 26)

It is important to also indicate the target level of achievement as "Met" or "Not Met", as an indication that the faculty have recorded the success of the measure.

**Taskstream:**

Please submit findings for each measure under the "Assessment Findings" tab under the current year. After entering findings, you can also add "Overall Recommendations" and "Overall Reflections" for the entire program.

**Conclusion:**

Identify the results from the assessment of each outcome. It must be clear from the assessment tool whether the desired level of achievement articulated in the measure has been reached. If not,

can you determine why not? In addition, an analysis of the results should be given. Include a more detailed analysis than simply stating that the desired result has or has not been achieved. When you examine the assessment results, was there anything else you learned that should be examined further? In other words, dig deeper into the results. For example, if a major field test given includes subcategories, you may be assessing how the students did overall. Whether or not your students met the desired overall result, how did the students do in each subcategory? You may identify a weakness that you did not see before. Do not forget that you may also discover something totally unrelated to what you are trying to assess.

**Section Checklist:**

- ☐ Findings are clearly presented.
- ☐ Status of the finding is indicated.
- ☐ Data provide evidence of target achievement level for some SLOs.
- ☐ Dissemination of results to appropriate stakeholders must be completed (e.g. faculty, advisory boards, students, accreditation agencies).
- ☐ Multiple periods of data are available.
- ☐ If multiple periods exist, trends or patterns over time are examined and discussed.

# Operational Plan

**Summary:**

- It is necessary to define at least one intentional improvement for each academic program annually.

- It is essential that the operational plan result from discussions among the program's faculty. They should critically think about what the data says about strengths and weaknesses in student learning.

- The operational plan must apply change to bring about improved student learning or knowledge about that learning (i.e. assessment).

- Action plans are the crucial step where data about students is *used* to improve learning.

It is necessary to define at least one intentional improvement for each academic program annually. The documentation of those intentions appears in the Operational Plans contained in Taskstream. An operational plan can address a weakness in only one student learning outcome, or it can address larger issues that may have been identified in the curriculum or assessment process. It is essential that the action plan results from discussions among the program's faculty, and that the plan applies change to bring about improved student learning.

Faculty teaching in the program should convene to look at the data. They should discuss what the data tells them about the program and its students. They should critically think about what the data says about strengths and weaknesses in student learning. That discussion can lead to discussions about the curriculum, prerequisites, course sequences, additional help for students, revisions in assignments, needs for additional data about particular student work, etc. If particular actions were taken last year, what are the results following that action? If they were good, could they be implemented elsewhere or expanded to a larger group of students? This is the crucial step where data about students is used to improve learning.

An operational plan is the follow-up steps to the assessment just conducted, and it should explain the rationale for the decision that generally relates to a finding. Actions should also be as specific as possible, and should show that faculty have thought through the results. When possible, a responsible person or persons should be identified to ensure the action takes place, and a target date given.

**Operational Plan Example:**

Based on the finding that students in the BA degree do not perform as well in critical thinking as students in the BS degree, the curriculum for the BA program will be revised to include an additional lab. The lab environment is the primary place where students identify and solve problems, and describe them in lab reports. This additional practice will not affect progress

toward degree. The department curriculum committee will be tasked with initiating the process for this change, to be effective Fall 2020 if possible.

**Taskstream:**

Please submit new actions for each assessed outcome under the "Operational Plan" under the current year's assessment cycle. Please include the title, action details, implementation plan, key/responsible personnel, measures, and budget requirements.

**Conclusion:**

After analyzing the assessment results for each outcome, decisions should be made that will lead to future improvements in the quality of programs and student learning. Each recommendation should be tied directly to the assessment and analysis of one or more outcomes.
Some questions to consider:

- If you did not meet your outcome, what do you recommend that could help the program improve?
- Whether or not you met your outcome, is there anything that you "uncovered" in the analysis that needs to be improved or considered further?
- Are the recommendations truly tied to the results and analysis?
- Has every faculty member in the program been able to review, reflect, and contribute to these recommendations?

**Section Checklist:**

- ☐ At least one action plan exists that will produce a specific change in program, teaching methods, and/or curriculum.
- ☐ Action plan is clearly developed directly from, and is clearly aligned with, the findings.
- ☐ Actions are directed at improvements in program, teaching methods, and/or curriculum.
- ☐ Results demonstrated no need for action plan for improvement in the program.
- ☐ Action plans may also modify learning outcomes or assessment strategies.
- ☐ Responsibilities for actions are assigned.
- ☐ A target implementation date for action(s) is stated.

# Resources

**Helpful links:**

On-Demand/Self Guided Training for Taskstream

Taskstream Academic Assessment and Planning Workspace Guide (links to document located on G Drive at G:\Private\All Share\Institutional Research\Assessment\Taskstream\AMS\Guides).

Academic Three-Year Assessment Narrative (links to document located on G Drive at \\resources\groups\Private\All Share\Institutional Research\Assessment\Forms and Rubrics).

VALUE Rubrics

Bloom's Taxonomy

National Institute for Learning Outcomes Assessment

Lawlor and Hornyak 2012

**Academic Program Assessment Calendar:**

| Date | Assessment |
|---|---|
| Early Fall | Create or update Mission Statement if needed; create or update programmatic student learning outcomes if needed; programs in their third year review, submit Three-Year Assessment Narrative to Assessment Committee. |
| Mid Fall | Add or update assessment plan, including adding or editing measures |
| Winter | Collect student data and update findings for Fall Semester; Assessment Committee reviews and returns all Third-Year Assessment Narratives |
| Spring | Collect student data and update findings for Spring Semester |
| May | Based on findings, update Operational Plan; submit Assessment Findings and Operational Plan as part of faculty review |

See Academic Program Assessment Calendar for link to the current year calendar with dates.

# Appendix A: Academic Three-Year Assessment Narrative

**Directions:** Please fill out the following form for each program undergoing their third-year review. You are welcome to add additional documents (i.e. budget needs, assessment examples from Taskstream). Please submit this form to the Assessment Committee chair by September 16. The committee will review this form along with data from the past three years using the Academic Program Assessment Rubric (located in the Assessment Handbook). Results from this review will be provided to the division/department chair and VP of Academic Affairs.

| Academic Program Name: | |
|---|---|
| Individual completing form: | Date Submitted |
| Academic Mission Statement: | |
| Student Learning Outcomes: | |
| Assessment Narrative (this section allows you to discuss successes, challenges and future goals): | |

| |
|---|
| |

| **Assessment Committee Review** | | |
|---|---|---|
| Section | Rating | Notes |
| Mission Statement: | | |
| Program Learning Outcomes: | | |
| Assessment Tools: | | |
| Results/Analysis | | |
| Recommendations/improvement: | | |
| New Resources Needed: | | |

_____ _____ _____ _____

Assessment Committee Chair Signature Date Division/Department Chair Signature Date

_____ _____

Vice President of Academic Affairs Signature Date

# Appendix B: Academic Program Assessment Rubric

| | Mission Statement | Program Learning Outcomes | Assessment Tools | Results/Analysis | Recommendations/ Improvements | New Resource Needs |
|---|---|---|---|---|---|---|
| **Developing** | A Mission Statement has been given, but does not align with the University's Mission. | Outcomes are identified, but some may not be measurable. Little or no attempt has been made to determine the part of the University's Mission Statement that is supported by each outcome. | Assessment tools have not been identified for each outcome. | Data are collected for some outcomes. | The program makes some recommendations. | The program makes little or no attempt to describe resource needs for recommendations made. |
| **Competent** | A Mission Statement has been given that does not seem contrary to the University's Mission. | Measurable outcomes are identified. An attempt has been made to determine the part of the University's Mission that is supported by each outcome, but some work is needed. | Assessment tools have been identified, but the administration of such tools does not seem realistic due to time or financial constraints. | Data are collected for most outcomes and some analysis is described. | The program makes recommendations for changes, but fails to link each recommendation to data analysis. | The program attempts to describe resource needs for each recommendation made, but more specific details are needed. |
| **Exemplary** | A Mission Statement has been given. It is very clear how it aligns with the University's Mission. | Measurable outcomes are identified and clearly support the University's Mission. It is clear how the "success" of each outcome will be determined. | Assessment tools have been identified that are appropriate to measure each outcome. It is realistic to expect that each tool can be used to measure each outcome in an efficient manner. | Data are collected for all outcomes. It is obvious how tracking and evaluating the results can lead to further improvements in the program. | The program makes recommendations for changes, states how the change will occur, and explains how each recommendation is tied to assessment practices. | The program clearly describes resource needs for each recommendation made. |