

Northern Illinois University
Accreditation, Assessment,
and Evaluation

**Annual Assessment Update Report:
Summary of Multi-year Trends across Academic Degree Programs
(AY 2017 – AY 2019)**

Spring 2020
Accreditation, Assessment, and Evaluation
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Purpose and Overview

The Annual Assessment Update process supports NIU's Academic Program Review. Its purpose is to establish an on-going process by which degree programs can demonstrate the achievement of student learning outcomes and foster continuous program improvement. The Annual Assessment Update process was implemented voluntarily by the university community in academic year 2002-2003 and has been a mandated practice since AY 2004-2005. Every academic degree program is required to submit an Annual Assessment Update Report in spring of each academic year summarizing assessment results for at least two student learning outcomes (prior to 2018-2019 the results from two assessment methods) that have been targeted that year. Degree programs are encouraged to assess each student learning outcome every few years during the program review cycle and thereby build a database that documents the achievement of all program student learning outcomes.

This report summarizes results across the following three academic years: 2016-2017 (AY 17), 2017-2018 (AY 18), and 2018-2019 (AY 19). Directions for completing the Annual Assessment Update Report for each academic year, along with each corresponding template and sample report, were forwarded to all degree programs at the beginning of each spring semester (see Appendices A through F for the instructions and templates given each AY along with the rubrics used to rate their quality). The Annual Assessment Update Report generally required the following:

1. at least two student learning outcome(s) from the program's current assessment plan (results from at least two assessment methods (regardless of the number of student learning outcomes addressed prior to 2018-2019),
2. a description of program assessments used to measure each student learning outcome targeted that year,
3. student and program level performance targets,
4. results regarding each student learning outcome from its corresponding assessments, and
5. a brief discussion of how the results have been/will be used for continuous program improvement purposes.

Each year, Institutional Effectiveness' (IE's) Accreditation, Assessment, and Evaluation (AAE) staff reviewed each program's Annual Assessment Update Report using the rubric included with the reporting template and instructions (see Appendices B, D, and F) to provide feedback to each degree program. Prior to 2013-2014, feedback focused primarily on documenting compliance with the process and, to a lesser extent, to providing suggestions that could improve the quality of the program's assessment system. Over the past several years, the focus of the feedback has shifted toward a greater emphasis on strengthening the program's assessment system to provide useful data/information to inform continuous program improvement and the program's use of the data for this purpose. AAE provided feedback tailored to each academic program with regard to student learning outcomes, assessment methods, reporting of results, and the use of results (see Appendices B, D, and F for the revised feedback form). Each area has three to four criteria. Prior to 2014-2015, performance levels consisted of an indication of whether key criteria were present or absent. In 2014-2015, performance levels changed to a three-point scale measuring the extent to which reports demonstrate key criteria (not at all, partially, or completely). The University Assessment Panel's (UAP's) target is that all reports meet (i.e., completely) criteria in each of the four areas.

To maintain transparency in the Annual Assessment Update process, summary reports are posted on Institutional Effectiveness's website ([Annual Assessment Summary](#)). In addition, all Annual Assessment Updates and feedback to the programs from AAE are accessible by the programs using the online Blackboard Content Collection feature.

University Results and Interpretation

Historically, the vast majority of degree programs have submitted the required annual assessment update reports, as noted above in Table 1. However, beginning in 2015-2016 there has been a slight decline in participation each year. While we cannot clearly identify any single explanation for this trend, it is possible that administrative transitions in departments and colleges, as well as within the assessment office may have influenced lower submission rates during these years.

Although degree program participation in the Annual Assessment Update process is essential, the quality of the assessment practices within degree programs is paramount for effective improvement practices. An analysis of each of the four areas (student learning outcomes; assessment methods; reporting of results; and decisions, actions, and the use of results) indicates that, overall, programs at Northern Illinois University are meeting the key criteria for effective assessment systems. Table 2 shows the average ratings across the three academic years for key quality criteria of an effective assessment system for degree programs within each college and across the entire university.

At the college level, the colleges of Business; Education; and Health and Human Sciences are performing exceptionally well, with degree programs demonstrating key indicators at average scores of 2.6 or higher (on a scale of 1 to 3). The remaining colleges have scores ranging from 2.36 to 2.64, which is still fairly well overall. See Appendices G through M for individual program performance. College-specific trends in strengths and opportunities for improvement will be shared with the college curricular deans following discussion of the results with the University Assessment Panel.

Deeper analysis of results within each of the four areas of the assessment system reveals several strengths and a few areas for growth at the broader university level. Illustrative examples of these strengths and opportunities for improvement are summarized below. In general, strengths are key indicators with an average rating of 2.50 or higher while opportunities for improvement are indicators that average below 2.50.

Student Learning Outcomes (SLOs)

- **Strengths**
 - **Focusing on student learning (average score=2.91):** making explicit reference to key knowledge and/or skills to be demonstrated as outcomes of the specific degree program.
 - **Targeting higher levels of student learning (average score=2.67):** using verbs that suggest performance of more complex levels of learning corresponding to higher levels of Bloom's taxonomy (e.g. applying, analyzing, evaluating, and creating).
- **Opportunities for improvement**
 - **Specifying what successful performance looks like (average score=2.46):** making reference to the quality of performance or outcome that will indicate success in learning key knowledge and skills (e.g. computing and interpreting figures accurately, performing at the level of a beginning professional in the field, explaining in a manner that is comprehensible to non-experts).

Assessment Methods

- **Opportunities for improvement**
 - **Using appropriate assessment methods (average score=2.47):** selecting or creating methods that assess the knowledge/skills, or performances/products to be developed as a demonstration of attainment of learning outcomes (e.g. considering individual rubric criteria reflecting performance of a specific knowledge/skill rather than providing only a holistic score/grade for an assignment or course.)
 - **Setting student and program-level targets (average score = 2.45):** including targets for achieving learning outcomes at the student-level (e.g., student success is implied by 90 percent on specific assessment) and program-level outcomes (e.g., 85 percent of students

in the course will achieve identified student level target)

Reporting Results

- **Strengths**
 - **Including most information needed to interpret data:** providing data collection dates (**average score=2.81**), and sample sizes (**average score=2.70**).
- **Opportunities for improvement**
 - **Disaggregating data by student learning outcome (average score=2.33):** rather than providing holistic scores for performance on each method, scores are reported separately for aspects of each method that relate to each SLO (e.g. individual rubric criteria, individual survey questions).

Decisions, Actions, and Use of Results

- **Strengths**
 - **Identifying and planning program improvements (average score=2.63 and 2.60 respectively):** listing and describing improvements to the program that have been made or are planned for the future based upon analysis of the assessment data (e.g., providing more practice on a particular skill, clarifying the instructions for the assignment).
 - **Making explicit the relationship between program improvement actions taken and student specific SLO(s) the program intends to address (average score=2.52).** For example, additional practice on concepts and knowledge (SLO1) will be added to the final year of the program because method C used in the final year indicates that students are not generalizing what they learned in earlier semesters (demonstrated by methods A and B in year 1).
- **Opportunities for improvement**
 - **Triangulating data across multiple assessment sources addressing the same learning outcome:** Although not specifically scored, programs are provided feedback on analyzing performance and need for program improvement based on data and information collected from multiple methods addressing the same SLO. For example, a program explores explanations for and possible actions to address the finding that students are performing extremely well on SLO1 according to methods A and B but less well on SLO1 according to method C.

University Participation

Table 1

Percentage of degree programs completing the annual assessment update process in each academic year.

Academic Year	Number of Submissions	Total Number of Active Programs	Percent Participation
2018-2019 ^a	115	125	92
2017-2018	129	135	96
2016-2017	129	131	98
2015-2016	131	138	95
2014-2015	136	137	99
2013-2014	136	136	100
2012-2013	132	133	99
2011-2012	130	130	100
2010-2011	130	130	100
2009-2010	130	130	100
2008-2009	130	130	100
2007-2008	128	128	100
2006-2007	128	128	100
2005-2006	121	124	98
2004-2005	118	126	94
2003-2004 ^b	97	125	78

Note. ^a The eight programs participating in the Streamlining Annual Reporting Pilot for CEDU in 2018-2019 were not counted.

Note. ^b Annual assessment update reporting was voluntary in 2003-2004, and required from 2004-2005 to the present.

University Level Results

Table 2

Aggregate ratings across the three-year period (AY17-19) for degree programs within each college and across the entire university demonstrating how well their reports addressed each key indicator of an effective assessment system.

Criterion	CBUS (12)	CEDU (29)	CEET (8)	CHHS (20)	CLAW (1)	CLAS (56)	CVPA (11)	University (137)
Student Learning Outcomes								
Outcomes student learning focused	2.97	2.83	3.00	2.97	3.00	2.85	2.82	2.91
Outcomes observable and measurable	2.57	2.81	2.54	2.76	2.33	2.45	2.33	2.54
Outcomes imply a level of performance to be achieved	2.57	2.60	2.46	2.63	2.33	2.39	2.33	2.46
Outcomes imply higher levels of learning	2.65	2.75	2.79	2.81	2.67	2.51	2.50	2.67
Assessment Methods								
Assessment methods clearly described	2.75	2.63	2.54	2.65	2.33	2.25	2.30	2.45
Appropriate assessment methods	2.75	2.60	2.71	2.83	2.00	2.37	2.30	2.47
Student and program level targets	2.74	2.42	2.29	2.88	2.00	2.50	2.61	2.45
Reporting results								
Sample size reported	2.97	2.98	2.42	2.85	2.33	2.83	2.79	2.70
Date data collected reported	3.00	2.84	2.92	2.87	2.67	2.61	2.94	2.81
Aggregated and reported in meaningful ways	2.65	2.57	2.46	2.58	2.00	2.18	2.18	2.33
Decisions, Actions & Use of Results								
Conclusions supported by data	2.86	2.70	2.83	2.69	2.33	2.27	2.27	2.52
Program improvement actions identified	2.76	2.81	2.67	2.92	2.33	2.51	2.56	2.63
Plans to implement improvement actions	2.75	2.78	2.67	2.88	2.33	2.42	2.55	2.60
Average ratings across all key indicators	2.77	2.72	2.64	2.79	2.36	2.47	2.50	2.58

Notes. Key indicator rating categories are as follows: 1 = Not at all, 2 = Partially, and 3 = Completely. Programs included in calculating the above aggregates had either one, two, or three years of annual assessment update feedback during AY 17- 19. World Languages program is counted five times because in 2018-2019, the three BA degrees in Spanish, German, and French were combined into one bachelor's degree.

University Recommendations

As noted above, there are opportunities for improvement in program participation rates, the quality of program assessment systems (i.e. student learning outcomes and assessment methods), and use of data reporting/data analysis best practices support continuous improvement efforts. Although in many cases programs are receiving consistent feedback from AAE for several consecutive years suggests that improvement in communication of feedback and/or more targeted support for making changes to program assessment systems may be needed.

Improving Participation

Department chair turnover across the university in recent years is one potential challenge to participation. New chairs may be less aware of required reporting, deadlines, and resources available for support (e.g. feedback from previous years' reports, AAE workshops and consultations). The amount of time available for acting on AAE recommendations, collecting and reporting on assessment data may be affected, depending on the timing of the transition. Proactively reaching out to new chairs has the potential to enhance both the rate of participation and the quality of submissions. Communications should include both an emphasis on the mandatory nature of annual assessment update reports, the utility of the reports for both program improvement and future reporting requirements, and the availability of resources and support. AAE staff have made some efforts to this end during 2019 and will continue to implement suggestions from the UAP committee to this end.

Improving the Assessment System

Student learning outcomes. AAE will continue to emphasize to programs how to construct (and revise when needed) a set of relevant and clearly written student learning outcomes. An area that remains a concern with many programs' assessment plans is lack of a clear connection between student learning outcomes and methods. This can happen when the methods are not a good fit for the outcomes (addressed below under "assessment methods") or when the student learning outcomes are not clear, sufficiently detailed and observable. AAE will continue providing examples and opportunities for practice with outcomes that reference the learning to be measured, express how the learning will be performed in an observable/measurable way, and imply a level of performance to be achieved. Written feedback to programs, consultations with individual programs and workshops have increasingly emphasized these points during the 2018-2019 and 2019-2020 academic years.

Assessment methods. The most prevalent issue with many programs' assessment methods is that they fail to provide data specific to individual student learning outcomes that accurately reflect the content of those learning outcomes. Reasons for this include using grades or scores that are based on global ratings of performance instead of ratings on individual knowledge or skill sets. As a result, these data do not provide specific actionable information for targeted continuous improvement of student learning outcomes. It may be helpful to provide additional workshops, consultations, and materials that provide information and practice regarding how to identify or create an assessment that provides data on student performance of individual knowledge or skills reflected in the student learning outcomes. Specifically, materials and opportunities relating to rubric features and rubric development may help address this issue.

Data reporting. There is more work to be done to ensure that more programs are reporting assessment data that is meaningful and actionable. In many cases, this issue follows from not choosing a method of assessment that produces scores specific to individual student learning outcomes, as mentioned above. In other cases, programs may be using a method that allows for the collection of data specific to individual student learning outcomes but are simply failing to use/report data at this level of detail (e.g. individual rubric criteria).

In some instances, reporting data in terms of various student characteristics (e.g. native vs. transfer student, first generation vs. non-first generation) or course characteristics (e.g., online vs. face-to-face, DeKalb campus vs. other locations) might facilitate drawing meaningful conclusions and informing program decision-making. Few programs report or discuss data in terms of characteristics such as these, which may ultimately be more meaningful to evaluating attainment of learning outcomes.

Written feedback to programs, consultations with individual programs, and workshops have increasingly emphasized these points and possibilities during the 2018-2019 and 2019-2020 academic years. Efforts to communicate these points and to provide examples via multiple media and targeted communications to those programs that could most benefit from and/or are most receptive to this message will continue.

Linking data to decision-making. The ultimate goal of assessment of student learning is to inform continuous program improvement efforts. This is why the annual report asks how the results were used to inform program level decisions and actions. In their annual reports, it is fairly common for programs to cite changes to programs including (but not limited to) changes in curricula and teaching practices that are not (but could potentially be) linked to the assessment data reported. There appear to be two main reasons for this: (1) the focus is on the assessment method rather than the student learning outcome or (2) the assessment data provided are not detailed enough to make a direct link between information gathered and actions possible. In either case, it may be helpful to work on additional ways to help programs see the bigger picture of assessment. Efforts to help programs focus on individual student learning outcomes throughout the assessment process, including looking across multiple data sources to compare performance on and draw conclusions regarding a single SLO have begun with a re-vamping of the Annual Assessment Report template (re-organizing the tables and re-writing the instructions) and with the Fall 2019 assessment workshop. Efforts in this area will continue, including to providing examples of how this can be done and how it can enhance the value to programs of doing the work of assessment. We will continue to use the Assessment Expo as a forum for programs to share their best practices with university peers.

In summary, Northern Illinois University is generally characterized by proactive and engaged program assessment, with high quality assessment systems providing degree programs with useful, actionable information. There is a strong commitment to continuous program improvement within each college. The identified and planned program improvement actions, when implemented, will help advance program quality and ultimately, student success.

Annual Assessment Update Report for Academic Programs AY 2016–2017
Northern Illinois University

Introduction

The annual assessment update report is part of NIU's program review process. Its purpose is to ensure degree programs have sufficient student learning outcomes data. The annual data is to be used to build a database to support the effectiveness of the program and ensure students are meeting student learning outcomes. A degree program that assesses each outcome every few years will have data to respond to. The key is to regularly connect assessment results with specific student learning outcomes.

As in previous years, this year's annual assessment update report asks you to report the results of two program assessments (from the program's current or revised assessment plan) that were collected during the spring, summer, and fall semesters of 2016, and/or spring semester of 2017. Results are reported for each assessment, along with the student learning outcome(s) each measures, the desired performance targets, and a brief discussion of how the results are/were used for program improvement purposes. The template to use begins on the next page.

Double-check <http://www.niu.edu/assessment/plans/academic-programs.shtml> to verify the posted assessment plan is up-to-date. If not, please send the current assessment plan with your annual assessment update report.

Please complete the template below and email it, along with copies of each assessment reported on, to Accreditation, Assessment, and Evaluation (*formerly Office of Assessment Services*) (assess@niu.edu).

Due Date: Thursday, June 1, 2017

For those in need of assistance or unfamiliar with the annual assessment update report or its relationship to program review, please feel free to contact Accreditation, Assessment, and Evaluation at 815-753-8659 or assess@niu.edu.

Essentials:

- Double-check current assessment plan is posted online
- Complete the template
- Data from Summer 2016 through Spring 2017
- Due Date is **June 1, 2017**
- **Email** to Accreditation, Assessment, and Evaluation (assess@niu.edu)

The template follows....

Degree Program: _____
 Degree: _____
 Report Completed by:
 Name: _____
 Department: _____
 Email: _____
 Phone: _____

Due Date: **June 1, 2017**
 Date Submitted: _____
 Email to: assess@niu.edu

Assessment Method #1	Program Student Learning Outcomes Assessed with Assessment #1	Summary Assessment Results for Assessment #1	Use of Results for Assessment #1
Insert a brief description of program assessment method #1 (from the current program assessment plan)	Insert a direct quote of the program student learning outcome(s) assessment #1 measures <p style="text-align: center;">And</p> Desired target level of performance for each outcome at the program level.	Insert summary results for assessment method #1 here. Include: <ul style="list-style-type: none"> • the sample size, • date the data was collected, and • the desired performance level each student must demonstrate on the assessment. Clearly link the data to each program student learning outcomes listed.	Details here provide a record of continuous improvement efforts for future use by the program and others. A recommendation is to document plans to implement improvement actions. Insert conclusions and how the assessment results from assessment method #1 are being used for continuous improvement purposes.

Assessment Method #2	Program Student Learning Outcomes Assessed with Assessment #2	Summary Assessment Results for Assessment #2	Use of Results for Assessment #2
Insert a brief description of program assessment method #2 (from the current program assessment plan)	Insert a direct quote of the program student learning outcome(s) assessment #2 measures <p style="text-align: center;">And</p> Desired target level of performance for each outcome at the program level.	Insert summary results for assessment method #2 here. Include: <ul style="list-style-type: none"> • the sample size, • date the data was collected, and • the desired performance level each student must demonstrate on the assessment. Clearly link the data to each program student learning outcomes listed.	Details here provide a record of continuous improvement efforts for future use by the program and others. A recommendation is to document plans to implement improvement actions. Insert conclusions and how the assessment results from assessment method #2 are being used for continuous improvement purposes.

Assessment Method #	Program Student Learning Outcomes Assessed with Assessment #	Summary Assessment Results for Assessment #	Use of Results for Assessment #
Repeat with additional assessment methods as needed (only two are required)			

Submit the completed annual assessment update report (and **copies of each assessment method**) to Accreditation, Assessment, and Evaluation (assess@niu.edu) by June 1, 2017.

**Appendix B
AY 17 Rubric**

Annual Assessment Update Feedback (AY 2016-17)

Degree Program: _____ Date: _____
Degree: _____ Reviewer: _____

Annual assessment update reports serve multiple purposes. The first is to provide a body of data and a record of continual program improvement efforts. Annual assessment update activities should feed into mid-cycle status reports and program review. A second purpose is to gauge the health of a program's assessment system. Below is a subset of indicators of a quality program assessment system (that can be observed through the annual assessment update report). Note that status reports and program review provide an opportunity to observe the entirety of an assessment system; annual assessment update reports are a snapshot. Please use the feedback provided to guide program improvement efforts.

The degree to which criterion is met:
N = Not at all, P = Partially, and C = Completely

N	P	C	Assessment Methods
			Assessment methods are clearly described
			Assessment methods are appropriate to measure the intended program-level student learning outcome

Assessment methods included in this report:

Observations, comments, and suggestions:

N	P	C	Student Learning Outcomes
			Related outcomes are student learning focused.
			Related outcomes are observable and measurable using verbs (e.g., explain, perform, collaborate)
			Related outcomes communicate what successful performance looks like (i.e., performance criteria are implied)
			Related outcomes imply higher levels of learning (e.g., analyzing, evaluating, creating)

Student Learning Outcomes assessed in this report:

Observations, comments, and suggestions:

N	P	C	Reporting Results
			Results include the desired target level of success at both the student and program level
			Results include sample size

N P C Reporting Results

			Results include the date when the data were collected
			Results are aggregated and presented in meaningful ways (e.g., tables, graphs, narrative themes)

Observations, comments, and suggestions:

N P C Decisions, Actions, and the Use of Results

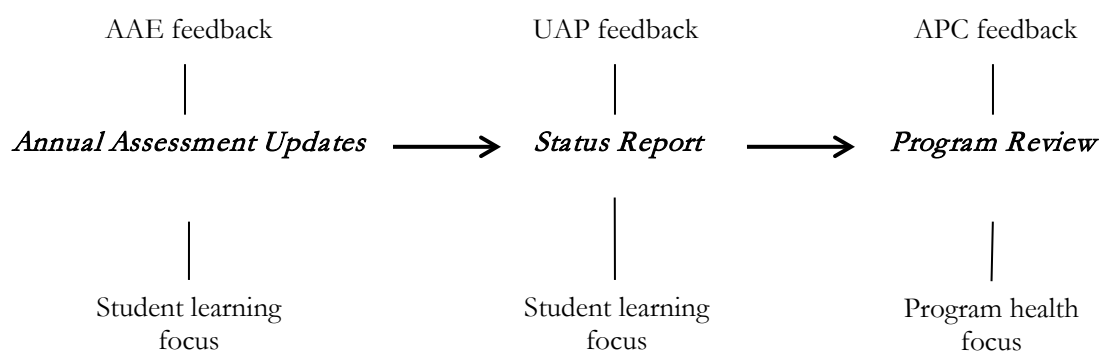
			Conclusions relative to program student learning outcomes are clearly supported by the data
			Program improvement actions are identified (as appropriate)
			Plans to implement program improvement actions are specified (as appropriate)

Observations, comments, and suggestions:

Annual Assessment Update Report for Academic Programs AY 2017–2018
Northern Illinois University

Introduction

The annual assessment update report is part of NIU’s academic degree programs assessment process. It helps to ensure that enough data is being collected so that by the time the program is up for program review, the program is able to present at least eight years of data and demonstrates a robust student learning outcomes assessment system. It is essentially an update on the program’s current progress with following their assessment plan.



As in previous years, we ask programs to report the results of at least two student learning outcome assessments (from the program’s current or revised assessment plan) that were collected in spring 2017 (if not reported in the program’s prior report), fall 2017, and spring 2018 (if available). Results are reported for each assessment, along with the student learning outcome(s) measured by each assessment, the desired performance targets, and a brief discussion of how the results are/were used for program improvement purposes. The template to use begins on the next page.

Please complete the template below and email it, along with rubrics of each assessment method reported on, to Accreditation, Assessment, and Evaluation at assess@niu.edu.

Due Date: Friday, June 1, 2018

For those in need of assistance or unfamiliar with the annual assessment update report or its relationship to program review, please feel free to contact Accreditation, Assessment, and Evaluation at assess@niu.edu.

Instructions:

1. Please double-check the Accreditation, Assessment, and Evaluation website at:

<http://www.niu.edu/effectiveness/assessment/degree-programs.shtml> to verify the program's posted assessment plan is up-to-date. If the plan is outdated, please send the current assessment plan with the program's annual assessment update report.

2. Ensure that your data are from spring 2017 (if not reported in the program's prior report), fall 2017, and spring 2018 (if available).
3. Complete the template.
4. Email completed program annual update report and rubrics to Accreditation, Assessment, and Evaluation (assess@niu.edu).

The Annual Update report is due by **Friday, June 1st, 2018**.

The template follows....

Degree Program: _____
 Degree: _____
 Report Completed by:
 Name: _____
 Department: _____
 Email: _____
 Phone: _____

Due Date: **June 1, 2018**
 Date Submitted: _____
 Email to: assess@niu.edu

Program Student Learning Outcomes Assessed with Method #1	Assessment Method #1	Summary Assessment Results for Assessment #1	Use of Results for Assessment #1
<p>From your most recent assessment plan, please insert the program student learning outcome(s) that method #1 measures</p>	<p>Insert a description of program assessment method #1 (from the current program assessment plan)</p> <p style="text-align: center;">And</p> <p>Desired performance level each student must demonstrate on the assessment for each SLO.</p> <p style="text-align: center;">And</p> <p>Desired target level of performance for each outcome at the program level for each SLO.</p>	<p>Insert summary results for assessment method #1 here.</p> <p>Include:</p> <ul style="list-style-type: none"> • the sample size, • date the data was collected, and <p>Clearly link the data to each program student learning outcome listed.</p>	<p>Details here provide a record of continuous improvement efforts for future use by the program.</p> <p>Insert conclusions and how the student learning outcome assessment results from assessment method #1 are being used for continuous improvement purposes.</p>

Program Student Learning Outcomes Assessed with Method #2	Assessment Method #2	Summary Assessment Results for Assessment #2	Use of Results for Assessment #2
<p>From your most recent assessment plan, please insert the program student</p>	<p>Insert a description of program assessment method #2 (from the current</p>	<p>Insert summary results for assessment method #2 here.</p>	<p>Details here provide a record of continuous improvement efforts for future use by the program.</p>

Program Student Learning Outcomes Assessed with Method #2	Assessment Method #2	Summary Assessment Results for Assessment #2	Use of Results for Assessment #2
learning outcome (s) that method #2 measures	program assessment plan) And Desired performance level each student must demonstrate on the assessment. And Desired target level of performance for each outcome at the program level.	Include: <ul style="list-style-type: none"> • the sample size, • date the data was collected, and Clearly link the data to each program student learning outcome listed.	Insert conclusions and how the student learning outcome assessment results from assessment method #2 are being used for continuous improvement purposes.

Program Student Learning Outcomes Assessed with Assessment #	Assessment Method #	Summary Assessment Results for Assessment #	Use of Results for Assessment #
	Repeat with additional assessment methods as needed (only two are required)		

Submit the completed annual assessment update report (and **copies of each assessment method rubric**) to Accreditation, Assessment, and Evaluation (assess@niu.edu) by **Friday, June 1, 2018**.

**Appendix D
AY 18 Rubric**

Annual Assessment Update Feedback (AY 2017-18)

Degree Program: _____ Date: _____
Degree: _____ Reviewer: _____

Annual assessment update reports serve multiple purposes. (1) The first is to provide a body of data and a record of continual program improvement efforts. Annual assessment update activities should feed into mid-cycle status reports and program review. (2) A second purpose is to gauge the health of a program’s assessment system. Below is a subset of indicators of a quality program assessment system (that can be observed through the annual assessment update report).

Note that status reports and program review provide an opportunity to observe the entirety of an assessment system; annual assessment update reports are a snapshot. Please use the feedback provided to guide program improvement efforts.

The degree to which criterion is met:
N = Not at all, P = Partially, and C = Completely

N	P	C	Student Learning Outcomes
			Outcomes are student learning focused.
			Outcomes are observable and measurable using verbs (e.g., explain, perform, collaborate)
			Outcomes communicate what successful performance looks like (i.e., performance criteria are implied)
			Outcomes imply higher levels of learning (e.g., analyzing, evaluating, creating)

Student Learning Outcomes assessed in this report:

Observations, comments, and suggestions:

N	P	C	Assessment Methods
			Assessment methods are clearly described
			Assessment methods are appropriate to measure the intended program-level student learning outcome
			Assessment methods include the desired target level of success at both the student and program level

Assessment methods included in this report:

Observations, comments, and suggestions:

N P C Reporting Results

			Results include sample size
			Results include the date when the data were collected
			Results are aggregated and presented in meaningful ways (e.g., tables, graphs, narrative themes)

Observations, comments, and suggestions:

N P C Decisions, Actions, and the Use of Results

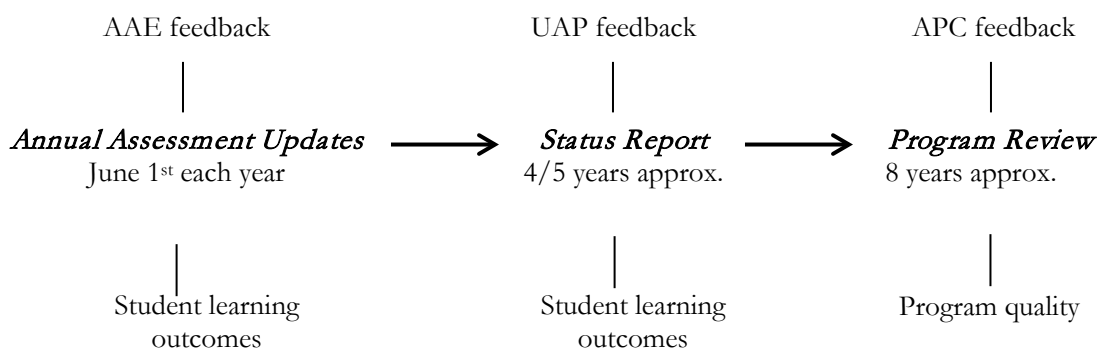
			Conclusions <i>relative to program student learning outcomes</i> are clearly supported by the data
			Program improvement actions are identified (as appropriate)
			Plans to implement program improvement actions are specified (as appropriate)

Observations, comments, and suggestions:

Annual Assessment Update Report for Academic Programs AY 2018–2019
Northern Illinois University

Introduction

The annual assessment update report is part of NIU’s program review process. Its purpose is to ensure degree programs have sufficient student learning outcomes data. The annual data is to be used to build a database to support the effectiveness of the program and ensure students are meeting student learning outcomes. A degree program that assesses each outcome every few years will have data to respond to. The key is to regularly connect assessment results with specific student learning outcomes.



The focus of this report is on use of data to assess program performance on individual student learning outcomes (SLOs). Therefore, degree programs are asked to select two or more SLOs on which to report. Data for each SLO selected should come from assessments administered during the fall 2018 and/or summer 2018 semesters; spring 2018 data may be included if not reported in the program’s prior annual report. A description of each program assessment method, the desired program-level and student-level performance targets, and a brief discussion of how the results have suggested or led to program improvements are demonstrated in the annual assessment update. Please see the template beginning on the next page.

The template can also be found on our website at go.niu.edu/degree-programs under the section “Annual Update.” Sample reports are available there as well.

Please complete the template and email it, along with copies of each assessment method instrument (e.g. rubrics, surveys) included in the data collection to assess@niu.edu.

Due Date: June 1, 2019

Additional information:

For those in need of assistance or unfamiliar with the annual assessment update report or its

relationship to program review, please feel free to contact Carrie Zack at 815-753-0816 or czack@niu.edu.

Prior years' submissions and feedback are stored in Blackboard under "Content Collection—Institution Content—Assessment Services, and then within each college program, there is a folder called "annual-assessment-update." Each folder contains the submissions and feedback for that year.

Degree Program: _____ **Due Date: June 1, 2019**

Date Submitted: _____

Submit to: assess@niu.edu

Report Completed by:

Name: _____

Department: _____

Email: _____

Instructions:

1. First, check the Accreditation, Assessment, and Evaluation website at <http://www.niu.edu/effectiveness/assessment/degree-programs.shtml> to verify that program's posted assessment plan (including SLOs and methods of assessment) is up-to-date. If the plan is outdated, please send the current assessment plan (as a separate document) with the program's annual assessment update report to assess@niu.edu.
2. Ensure that the data reported are from summer or fall 2018, and spring 2019 (if available). Spring 2018 data may be included if not reported in the program's prior annual report.
3. Complete the template on the pages that follow. Erase instructions as you fill in your program's data and information.
4. Email completed program annual assessment update report and assessment method instruments (e.g. rubrics, surveys) to Accreditation, Assessment, and Evaluation (assess@niu.edu). Thank you.

The template follows....

Program Student Learning Outcome Assessed	Assessment Method(s)	Summary Assessment Results for Each Method	Use of Results for Continuous Improvement
<p>SLO I. From the program's most recent assessment plan, please insert the student learning outcome (SLO) reported here</p>	<p>Insert a brief description of the assessment method(s) used to measure this student learning outcome.</p> <p>-Indicate the desired program-level target for this method.</p> <p>-Indicate the desired student-level target for this method.</p>	<p>Insert summary results for this assessment method here (include the sample size, date the data were collected, and the obtained program-level data.)</p>	<p>Insert conclusions and how these assessment results are being used for continuous improvement purposes.</p>
	<p>If more than one assessment method is used to measure this SLO, insert a brief description of the additional assessment method(s).</p> <p>-Indicate the desired program-level target for this method.</p> <p>-Indicate the desired student-level target for this method.</p>	<p>Insert summary results for this assessment method here (include the sample size, date the data were collected, and the obtained program-level data.)</p>	<p>Insert conclusions and how these assessment results are being used for continuous improvement purposes.</p>
	<p>If more than one method is reported for this SLO, what conclusions can be drawn from the results taken together?</p>		

Program Student Learning Outcome Assessed	Assessment Method(s)	Summary Assessment Results for Each Method	Use of Results for Continuous Improvement
<p>SLO II. From the program's most recent assessment plan, please insert the student learning outcome (SLO) reported here</p>	<p>Insert a brief description of the assessment method(s) used to measure this student learning outcome.</p> <p>-Indicate the desired program-level target for this method.</p> <p>-Indicate the desired student-level target for this method.</p>	<p>Insert summary results for this assessment method here (include the sample size, date the data were collected, and the obtained program-level data.)</p>	<p>Insert conclusions and how assessment results are being used for continuous improvement purposes.</p>
	<p>Insert a brief description of the assessment method(s) used to measure this student learning outcome.</p> <p>-Indicate the desired program-level target for this method.</p> <p>-Indicate the desired student-level target for this method.</p>	<p>Insert summary results for this assessment method here (include the sample size, date the data were collected, and the obtained program-level data.)</p>	<p>Insert conclusions and how these assessment results from are being used for continuous improvement purposes.</p>
	<p>If more than one method is reported for this SLO, what conclusions can be drawn from the results taken together?</p>		

Program Student Learning Outcome Assessed	Assessment Method(s)	Summary Assessment Results for Each Method	Use of Results for Continuous Improvement
Repeat for additional student learning outcomes as needed (although only two outcomes are required for this report)	Insert a brief description of the assessment method(s) used to measure this student learning outcome.	Insert summary results for this assessment method here (include the sample size, date the data were collected , and the obtained program-level data.)	Insert conclusions and how these assessment results are being used for continuous improvement purposes.
	If more than one assessment method is used to measure the additional program student learning outcome, insert a brief description of the additional assessment method(s).	Insert summary results for this assessment method here (include the sample size, date the data were collected , and the obtained program-level data.)	Insert conclusions and how these assessment results are being used for continuous improvement purposes.
	If more than one method is reported for this SLO, what conclusions can be drawn from the results taken together ?		

Submit the completed annual assessment update report (and **copies of each assessment method instrument**) to assess@niu.edu by June 1, 2019.

**Appendix F
AY 19 Rubric**

Annual Assessment Update Feedback (AY 2018-19)

Degree Program: _____ Date: _____
 Degree: _____ Reviewer: _____

Annual assessment update reports serve multiple purposes. (1) The first is to provide a body of data and a record of continual program improvement efforts. Annual assessment update activities should feed into mid-cycle status reports and program review. (2) A second purpose is to gauge the health of a program’s assessment system. Below is a subset of indicators of a quality program assessment system (that can be observed through the annual assessment update report).

Note that status reports and program review provide an opportunity to observe the entirety of an assessment system; annual assessment update reports are a snapshot. Please use the feedback provided to guide program improvement efforts.

The degree to which criterion is met:
 N = Not at all, P = Partially, and C = Completely

N	P	C	Student Learning Outcomes
			Outcomes are student learning focused.
			Outcomes are observable and measurable using verbs (e.g., explain, perform, collaborate)
			Outcomes communicate what successful performance looks like (i.e., performance criteria are implied)
			Outcomes imply higher levels of learning (e.g., analyzing, evaluating, creating)

Student Learning Outcomes assessed in this report:

Observations, comments, and suggestions:

N	P	C	Assessment Methods
			Assessment methods are clearly described
			Assessment methods are appropriate to measure the intended program-level student learning outcome
			Assessment methods include the desired target level of success at both the student and program level

Assessment methods included in this report:

Observations, comments, and suggestions:

N P C Reporting Results

			Results include sample size
			Results include the date when the data were collected
			Results are aggregated and presented in meaningful ways (e.g., tables, graphs, narrative themes)

Observations, comments, and suggestions:

N P C Decisions, Actions, and the Use of Results

			Conclusions <i>relative to program student learning outcomes</i> are clearly supported by the data
			Program improvement actions are identified (as appropriate)
			Plans to implement program improvement actions are specified (as appropriate)

Observations, comments, and suggestions:

Appendix G
College of Business Aggregates

Table 3.
 Aggregate ratings across the three-year period (AY 17-19) for degree programs within the College of Business (CBUS) demonstrating how well their reports addressed each key indicator of an effective assessment system.

Criterion	Undergraduate						Graduate						CBUS
	ACCY BS	BADM	FINA	MGMT	MKTG	OMIS BS	ACCY MAC	ACCY MAS	MBA	FIN MS	OMIS MS	TAX	
Student Learning Outcomes													
Outcomes student learning focused	3.00	2.67	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.97
Outcomes observable and measurable	2.00	2.33	3.00	3.00	2.33	2.00	2.50	2.00	3.00	3.00	2.67	3.00	2.57
Outcomes imply a level of performance to be achieved	2.00	2.33	3.00	3.00	2.67	2.00	2.50	2.33	2.67	3.00	2.33	3.00	2.57
Outcomes imply higher levels of learning	2.33	2.67	3.00	3.00	2.67	2.33	2.50	2.33	2.67	3.00	2.33	3.00	2.65
Assessment Methods													
Assessment methods clearly described	2.67	2.67	2.33	3.00	2.67	2.67	3.00	2.67	2.67	2.67	3.00	3.00	2.75
Appropriate assessment methods	3.00	3.00	2.33	2.67	2.67	2.33	3.00	2.67	2.67	2.67	3.00	3.00	2.75
Student and program level targets	2.67	2.67	2.67	2.67	2.67	2.67	3.00	3.00	2.67	2.50	2.67	3.00	2.74
Reporting Results													
Sample size reported	3.00	2.67	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.97
Date data collected reported	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Aggregated and reported in meaningful ways	2.67	2.67	2.33	2.33	3.00	3.00	2.50	2.33	2.67	3.00	3.00	2.33	2.65
Decisions, Actions & Use of Results													
Conclusions supported by data	3.00	3.00	2.67	2.67	3.00	3.00	3.00	2.67	2.67	3.00	3.00	2.67	2.86
Program improvement actions identified	3.00	2.50	2.67	3.00	3.00	3.00	3.00	2.33	2.67	3.00	3.00	2.00	2.76
Plans to implement improvement actions	3.00	2.50	2.67	3.00	3.00	3.00	3.00	2.50	2.67	3.00	2.67	2.00	2.75
Average across program/college	2.72	2.67	2.74	2.87	2.82	2.69	2.85	2.60	2.77	2.91	2.82	2.77	2.77

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Undergraduate: ACCY BS = B.S. in Accountancy; BADM = B.S. in Business Administration; FINA = B.S. in Finance; MGMT = B.S. in Management; MKTG = B.S. in Marketing; OMIS BS = B.S. in Operations and Information Management. **Graduate:** ACCY MAC = Master of Accountancy; ACCY MAS = Master of Accounting Science; MBA = Master of Business Administration; OMIS MS = M.S. in Management Information Systems; and TAX = M.S. in Taxation.

Appendix H
College of Education Aggregates

Table 4

Aggregate ratings across the three-year period (AY 17-19) for undergraduate degree programs within the College of Education (CEDU) demonstrating how well their reports addressed each key

	Undergraduate								CEDU
	ApM BS	Ath Tr BS	ECS BS	ELEM ED BSED	KINS BS	MLT BSED	PHYS ED BSED	SPC ED BSED	
Student Learning Outcomes									
Outcomes student learning focused	2.50	3.00	3.00	2.50	3.00	3.00	3.00	2.50	2.83
Outcomes observable and measurable	2.50	2.67	3.00	2.50	2.67	3.00	3.00	3.00	2.81
Outcomes imply a level of performance to be achieved	2.00	2.33	3.00	2.50	2.00	3.00	2.50	3.00	2.60
Outcomes imply higher levels of learning	3.00	2.33	3.00	2.50	3.00	3.00	3.00	3.00	2.75
Assessment Methods									
Assessment methods clearly described	3.00	2.33	3.00	3.00	2.33	2.50	3.00	3.00	2.63
Appropriate assessment methods	2.50	2.67	3.00	2.50	2.67	2.50	3.00	3.00	2.60
Student and program level targets	3.00	2.00	3.00	2.00	2.00	2.00	2.50	2.50	2.42
Reporting results									
Sample size reported	3.00	2.33	3.00	3.00	3.00	3.00	3.00	3.00	2.98
Date data collected reported	3.00	2.33	3.00	3.00	3.00	3.00	3.00	3.00	2.84
Aggregated and reported in meaningful ways	3.00	2.67	3.00	3.00	2.33	2.50	3.00	2.50	2.57
Decisions, Actions & Use of Results									
Conclusions supported by data	3.00	2.33	3.00	3.00	2.33	3.00	3.00	3.00	2.70
Program improvement actions identified	2.50	2.33	3.00	3.00	3.00	3.00	3.00	3.00	2.81
Plans to implement improvement actions	2.50	2.67	3.00	3.00	3.00	3.00	3.00	3.00	2.78
Average across program/college	2.73	2.46	3.00	2.73	2.64	2.81	2.92	2.88	2.72

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Undergraduate: ApM BS = B.S. in Applied Management, Emphasis on Instructional Technology, Training and Evaluation; Ath Tr BS = B.S./M.S. in Athletic Training; ECS BS = B.S. in Early Childhood Studies; ELEM ED BSED = B.S.Ed. in Elementary Education; KINS BS = B.S. in Kinesiology; MLT BSED = B.S.Ed. in Middle Level Teaching and Learning; PHYS ED BSED = B.S.Ed. in Physical Education/K-12 and 6-12 Educator Licensure; SPC ED BSED = B.S.Ed. in Special Education

Table 5

Aggregate ratings across the three-year period (AY 17-19) for graduate degree programs within the College of Education (CEDU) demonstrating how well their reports addressed each key indicator.

Criterion	Graduate							CEDU
	ADED EDD	ADED MSED	COUN MSED	COED SUP PHD	CUR INS EDD	CUR INS MSED	E CH MSED	
Student Learning Outcomes								
Outcomes student learning focused	3.00	3.00	3.00	3.00	3.00	2.67	3.00	2.83
Outcomes observable and measurable	3.00	3.00	2.67	3.00	3.00	3.00	3.00	2.81
Outcomes imply a level of performance to be achieved	2.50	3.00	2.33	2.50	3.00	2.67	2.67	2.60
Outcomes imply higher levels of learning	3.00	3.00	2.33	2.50	3.00	3.00	2.67	2.75
Assessment Methods								
Assessment methods clearly described	2.50	3.00	3.00	2.50	3.00	2.67	2.67	2.63
Appropriate assessment methods	2.00	2.33	3.00	3.00	2.50	2.67	2.67	2.60
Student and program level targets	1.50	2.00	2.00	2.00	3.00	2.67	3.00	2.42
Reporting results								
Sample size reported	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.98
Date data collected reported	3.00	3.00	3.00	3.00	3.00	3.00	1.67	2.84
Aggregated and reported in meaningful ways	2.50	2.33	2.67	2.50	2.50	2.33	3.00	2.57
Decisions, Actions & Use of Results								
Conclusions supported by data	3.00	2.67	2.33	3.00	3.00	2.67	2.67	2.70
Program improvement actions identified	3.00	3.00	2.67	3.00	3.00	3.00	3.00	2.81
Plans to implement improvement actions	3.00	3.00	2.67	3.00	3.00	3.00	3.00	2.78
Average across program/college	2.69	2.79	2.67	2.77	2.92	2.79	2.77	2.72

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: ADED EDD = Ed.D. in Adult and Higher Education; ADED MSED = M.S.Ed. In Adult and Higher Education; COUN MSED = M.S.Ed. In Counseling; COED SUP PHD = Ph.D. in Counselor Education and Supervision; CUR INS EDD = Ed.D. in Curriculum and Instruction; CUR INS MSED = M.S.Ed. in Curriculum and Instruction; E CH MSED = M.S.Ed. in Early Childhood Education

Graduate (cont'd)								
Criterion	ED ADM EDS	ED ADM MSED	ED ADM EDD	ED PSY MSED	ED PSY PHD	ED RE MS	INSTECH MSED	CEDU
Student Learning Outcomes								
Outcomes student learning focused	3.00	3.00	2.33	3.00	3.00	2.33	2.67	2.83
Outcomes observable and measurable	3.00	3.00	2.67	2.67	2.33	3.00	2.67	2.81
Outcomes imply a level of performance to be achieved	3.00	3.00	2.67	2.33	2.00	2.67	2.33	2.60
Outcomes imply higher levels of learning	2.50	2.00	3.00	3.00	3.00	3.00	2.67	2.75
Assessment Methods								
Assessment methods clearly described	1.50	2.50	2.00	3.00	2.67	2.33	2.67	2.63
Appropriate assessment methods	2.00	2.50	2.00	3.00	2.67	2.33	2.33	2.60
Student and program level targets	2.00	2.50	2.00	3.00	3.00	3.00	2.67	2.42
Reporting results								
Sample size reported	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.98
Date data collected reported	1.50	3.00	3.00	3.00	3.00	2.67	2.67	2.84
Aggregated and reported in meaningful ways	2.50	3.00	2.00	2.67	2.00	2.33	3.00	2.57
Decisions, Actions & Use of Results								
Conclusions supported by data	2.50	3.00	2.33	3.00	2.00	2.67	2.67	2.70
Program improvement actions identified	3.00	3.00	3.00	3.00	1.67	2.67	2.33	2.81
Plans to implement improvement actions	3.00	3.00	3.00	3.00	1.67	2.33	2.33	2.78
Average across program/college	2.50	2.81	2.54	2.90	2.46	2.64	2.62	2.72

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: ED ADM EDS = Ed.S. in Education Administration; ED ADM MSED = M.S.Ed. In Educational Administration; ED ADM EDD = Ed.D. in Educational Administration; ED PSY MSED = M.S.Ed. In Educational Psychology; ED PSY PHD = Ph.D. in Educational Psychology; ED RE MS = M.S. in Educational Research and Evaluation; INSTECH MSED = M.S.Ed. in Instructional Technology

Graduate (cont'd)								
Criterion	INSTECH EDD	KINS PE MSED	LIT ED MSED	SC BUS MSED	SPEC ED MSED	SP MGM MS	ELEM MAT	CEDU
Student Learning Outcomes								
Outcomes student learning focused	2.67	3.00	2.67	3.00	3.00	2.67	2.50	2.83
Outcomes observable and measurable	2.33	3.00	2.67	3.00	2.67	3.00	2.50	2.81
Outcomes imply a level of performance to be achieved	2.33	3.00	2.33	3.00	2.67	2.67	2.50	2.60
Outcomes imply higher levels of learning	2.67	3.00	2.67	2.50	2.33	3.00	2.00	2.75
Assessment Methods								
Assessment methods clearly described	2.67	2.67	2.33	2.50	3.00	2.00	3.00	2.63
Appropriate assessment methods	2.67	2.67	2.67	2.50	3.00	2.67	2.50	2.60
Student and program level targets	2.33	3.00	2.00	1.50	3.00	3.00	2.00	2.42
Reporting results								
Sample size reported	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.98
Date data collected reported	3.00	3.00	2.67	3.00	3.00	3.00	3.00	2.84
Aggregated and reported in meaningful ways	3.00	2.00	2.33	2.00	3.00	2.33	2.50	2.57
Decisions, Actions & Use of Results								
Conclusions supported by data	3.00	2.50	2.33	2.00	3.00	2.33	3.00	2.70
Program improvement actions identified	2.33	3.00	2.50	2.50	3.00	3.00	3.00	2.81
Plans to implement improvement actions	2.33	3.00	2.00	2.50	3.00	2.50	3.00	2.78
Average across program/college	2.64	2.83	2.47	2.54	2.90	2.71	2.65	2.72

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: INSTECH EDD = Ed.D. in Instructional Technology; KINS PE MSED = M.S.Ed. In Kinesiology and Physical Education; LIT ED MSED = M.S.Ed. In Literacy Education; SC BUS MSED = M.S.Ed. In School Business Management; SPEC ED MSED = M.S.Ed. in Special Education; SP MGM MS = M.S. in Sport Management; ELEM MAT = M.A.T. in Elementary Education

Appendix I
College of Engineering and Engineering Technology Aggregates

Table 6

Aggregate ratings across the three-year period (AY 17-19) for degree programs within the College of Engineering and Engineering Technology (CEET) demonstrating how well their reports addressed each key indicator.

Criterion	Undergraduate				Graduate				CEET
	ELE	ISYE	MEE	TECH	ELE MS	ISYE MS	IND MS	MEE MS	
Student Learning Outcomes									
Outcomes student learning focused	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Outcomes observable and measurable	2.67	2.33	2.33	2.33	3.00	2.33	3.00	2.33	2.54
Outcomes imply a level of performance to be achieved	2.33	2.33	2.33	3.00	2.33	2.67	2.67	2.00	2.46
Outcomes imply higher levels of learning	3.00	3.00	2.67	2.67	3.00	2.67	3.00	2.33	2.79
Assessment Methods									
Assessment methods clearly described	2.33	2.67	2.33	2.33	2.67	2.67	2.33	3.00	2.54
Appropriate assessment methods	2.00	2.67	3.00	2.67	2.67	3.00	3.00	2.67	2.71
Student and program level targets	2.00	2.33	2.67	2.00	2.00	2.00	2.67	2.67	2.29
Reporting results									
Sample size reported	2.00	2.67	2.67	1.67	2.33	2.67	3.00	2.33	2.42
Date data collected reported	2.67	3.00	3.00	3.00	3.00	3.00	3.00	2.67	2.92
Aggregated and reported in meaningful ways	2.00	2.33	2.67	2.00	2.67	2.67	2.67	2.67	2.46
Decisions, Actions & Use of Results									
Conclusions supported by data	3.00	3.00	3.00	2.67	2.67	2.67	2.67	3.00	2.83
Program improvement actions identified	2.00	3.00	3.00	2.67	2.67	2.67	2.33	3.00	2.67
Plans to implement improvement actions	2.00	3.00	3.00	2.67	2.67	2.67	2.33	3.00	2.67
Average across program/college	2.38	2.72	2.74	2.51	2.67	2.67	2.74	2.67	2.64

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Programs: ELE = B.S. in Electrical Engineering; ISYE = B.S. in Industrial and Systems Engineering; MEE = B.S. in Mechanical Engineering; TECH = B.S. in Technology; ELE MS = M.S. in Electrical Engineering; ISYE MS = M.S. in Industrial and Systems Engineering; IND MS = M.S. in Industrial Management; MEE MS = M.S. in Mechanical Engineering.

Appendix J
College of Health and Human Sciences Aggregates

Table 7
Aggregate ratings across the three-year period (AY 17-19) for undergraduate degree programs within the College of Health and Human Sciences (CHHS) demonstrating how well their reports addressed each key indicator.

Undergraduate						
Criterion	COMD BS	FCS BS	HELS BS	HOSP TM BS	HDFS BS	CHHS
Student Learning Outcomes						
Outcomes student learning focused	3.00	2.67	3.00	3.00	3.00	2.97
Outcomes observable and measurable	3.00	3.00	2.50	3.00	2.33	2.76
Outcomes imply a level of performance to be achieved	2.67	3.00	2.50	2.67	2.00	2.63
Outcomes imply higher levels of learning	2.67	3.00	2.50	3.00	2.67	2.81
Assessment Methods						
Assessment methods clearly described	3.00	3.00	2.50	2.67	2.33	2.65
Appropriate assessment methods	3.00	2.33	2.50	3.00	3.00	2.83
Student and program level targets	2.67	3.00	3.00	3.00	3.00	2.88
Reporting results						
Sample size reported	3.00	3.00	3.00	2.67	3.00	2.85
Date data collected reported	2.67	2.00	3.00	3.00	2.33	2.87
Aggregated and reported in meaning ways	2.67	3.00	2.50	2.67	2.67	2.58
Decisions, Actions & Use of Results						
Conclusions supported by data	3.00	2.67	2.00	2.67	2.67	2.69
Program improvement actions identified	3.00	2.67	3.00	3.00	3.00	2.92
Plans to implement improvement actions	2.67	2.67	3.00	3.00	3.00	2.88
Average across program/college	2.85	2.77	2.69	2.87	2.69	2.79

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Undergraduate: COMD = B.S. in Communicative Disorders; FCS BS = B.S. in Fashion Merchandising; HELS BS = B.S. in Health Sciences; HOSP TM BS = B.S. in Hospitality and Tourism Management; HDFS BS = B.S. in Human Development and Family Sciences (formerly Family and Child Studies)

Undergraduate (cont'd)						
Criterion	MDLS	NURS BS	NDW BS	PH BS	REH DIS BS	CHHS
Student Learning Outcomes						
Outcomes student learning focused	3.00	3.00	3.00	3.00	3.00	2.97
Outcomes observable and measurable	3.00	2.67	2.67	2.33	2.50	2.76
Outcomes imply a level of performance to be achieved	3.00	2.67	2.67	2.67	2.50	2.63
Outcomes imply higher levels of learning	3.00	3.00	3.00	3.00	2.00	2.81
Assessment Methods						
Assessment methods clearly described	2.33	2.67	3.00	2.33	3.00	2.65
Appropriate assessment methods	3.00	3.00	3.00	3.00	3.00	2.83
Student and program level targets	2.67	3.00	3.00	3.00	2.50	2.88
Reporting results						
Sample size reported	3.00	2.00	3.00	3.00	3.00	2.85
Date data collected reported	3.00	3.00	3.00	3.00	3.00	2.87
Aggregated and reported in meaning ways	3.00	2.33	2.67	2.33	2.00	2.58
Decisions, Actions & Use of Results						
Conclusions supported by data	3.00	2.33	3.00	3.00	2.50	2.69
Program improvement actions identified	3.00	2.67	3.00	3.00	3.00	2.92
Plans to implement improvement actions	3.00	2.33	3.00	3.00	3.00	2.88
Average across program/college	2.92	2.67	2.92	2.82	2.69	2.79

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Undergraduate: MDLS = B.S. in Medical laboratory Sciences; NURS BS = B.S in Nursing; NDW BS = B.S. in Nutrition Dietetics and Wellness; PH BS = B.S. in Public Health; REH DIS BS = B.S. in Rehabilitation and Disability Services

Table 8

Aggregate ratings across the three-year period (AY 17-19) for graduate degree programs within the College of Health and Human Sciences (CHHS) demonstrating how well their reports addressed each key indicator

Criterion	Graduate					CHHS
	AHDFS MS	AU.D	COMD MA	HEALSCI PHD	DNP	
Student Learning Outcomes						
Outcomes student learning focused	3.00	3.00	3.00	3.00	3.00	2.97
Outcomes observable and measurable	2.67	3.00	3.00	3.00	2.50	2.76
Outcomes imply a level of performance to be achieved	2.67	2.67	2.33	2.67	2.50	2.63
Outcomes imply higher levels of learning	3.00	2.67	2.33	3.00	3.00	2.81
Assessment Methods						
Assessment methods clearly described	2.33	2.67	2.67	2.67	2.50	2.65
Appropriate assessment methods	3.00	3.00	2.67	2.33	3.00	2.83
Student and program level targets	3.00	3.00	3.00	3.00	3.00	2.88
Reporting results						
Sample size reported	2.67	3.00	3.00	3.00	3.00	2.85
Date data collected reported	2.67	3.00	3.00	3.00	3.00	2.87
Aggregated and reported in meaning ways	2.67	2.67	2.33	2.67	2.00	2.58
Decisions, Actions & Use of Results						
Conclusions supported by data	2.67	3.00	3.00	3.00	2.00	2.69
Program improvement actions identified	3.00	3.00	3.00	3.00	3.00	2.92
Plans to implement improvement actions	3.00	3.00	3.00	2.67	3.00	2.88
Average across program/college	2.79	2.9	2.79	2.85	2.73	2.79

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: AHDFS MS = M.S. in Applied Human Development and Family Sciences (formerly Applied Family and Child Studies); AU.D. = Au.D. in Audiology; COMD MA = M.A. in Communicative Disorders; HEALSCI PHD = Ph.D. in Health Sciences; DNP = D.N.P in Nurse Practice

Criterion	Graduate (cont'd)					CHHS
	NURS MS	NUTDIET MS	DPT	MPH	REHAB MS	
Student Learning Outcomes						
Outcomes student learning focused	3.00	3.00	3.00	2.67	3.00	2.97
Outcomes observable and measurable	2.67	2.67	3.00	3.00	2.67	2.76
Outcomes imply a level of performance to be achieved	2.33	2.67	3.00	2.67	2.67	2.63
Outcomes imply higher levels of learning	2.67	3.00	3.00	3.00	2.67	2.81
Assessment Methods						
Assessment methods clearly described	3.00	2.67	2.67	2.67	2.33	2.65
Appropriate assessment methods	2.33	2.67	2.67	3.00	3.00	2.83
Student and program level targets	3.00	2.67	2.67	2.67	2.67	2.88
Reporting results						
Sample size reported	2.67	2.67	2.33	3.00	3.00	2.85
Date data collected reported	3.00	3.00	2.67	3.00	3.00	2.87
Aggregated and reported in meaning ways	2.33	2.67	3.00	2.67	2.67	2.58
Decisions, Actions & Use of Results						
Conclusions supported by data	2.33	2.67	2.67	3.00	2.67	2.69
Program improvement actions identified	2.67	2.67	3.00	3.00	2.67	2.92
Plans to implement improvement actions	2.67	2.67	3.00	3.00	3.00	2.88
Average across program/college	2.67	2.74	2.82	2.87	2.77	2.79

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: NURS MS = M.S. in Nursing; NUTDIET MS = M.S. in Nutrition and Dietetics; DPT = D.P.T. in Physical Therapy; MPH = M.P.H. in Public Health; REHAB MS = M.S. in Rehabilitation Counseling

Appendix K
College of Law Aggregates

Table 9

Aggregate ratings across the three-year period (AY 17-19) for the College of Law (LAW) demonstrating how well their reports addressed each key

Criterion	LAW
Student Learning Outcomes	
Outcomes student learning focused	3.00
Outcomes observable and measurable	2.33
Outcomes imply a level of performance to be achieved	2.33
Outcomes imply higher levels of learning	2.67
Assessment Methods	
Assessment methods clearly described	2.33
Appropriate assessment methods	2.00
Student and program level targets	2.00
Reporting results	
Sample size reported	2.33
Date data collected reported	2.67
Aggregated and reported in meaningful ways	2.00
Decisions, Actions & Use of Results	
Conclusions supported by data	2.33
Program improvement actions identified	2.33
Plans to implement improvement actions	2.33
Average	2.36

Note. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data.

LAW = J.D. in Jurisprudence.

Appendix L

College of Liberal Arts and Sciences Aggregates

(Grouped by subcategories of Physical Sciences, Social Sciences, and Humanities)

Table 10
 Aggregate ratings across the three-year period (AY 17-19) for undergraduate degree programs within the College of Liberal Arts and Sciences (CLAS) demonstrating how well their reports addressed each key indicator.

Undergraduate- Physical Sciences										
Criterion	BIOS	CHEM	COMSCI	ENVS	GEOG	GEOL	MATH	MET	PHYS	CLAS
Student Learning Outcomes										
Outcomes student learning focused	2.67	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.85
Outcomes observable and measurable	2.33	2.00	3.00	3.00	3.00	3.00	2.00	3.00	2.00	2.45
Outcomes imply a level of performance to be achieved	2.33	2.00	3.00	2.00	3.00	3.00	2.00	3.00	2.00	2.39
Outcomes imply higher levels of learning	2.33	2.33	3.00	3.00	3.00	3.00	2.50	2.67	2.00	2.51
Assessment Methods										
Assessment methods clearly described	2.00	3.00	2.00	2.00	2.67	3.00	2.00	3.00	1.67	2.25
Appropriate assessment methods	2.33	2.67	2.00	2.00	2.67	3.00	3.00	2.67	2.33	2.37
Student and program level targets	2.33	3.00	2.67	2.00	2.33	2.67	2.50	2.67	2.33	2.50
Reporting results										
Sample size reported	2.00	2.67	2.00	3.00	3.00	2.67	3.00	3.00	2.33	2.83
Date data collected reported	2.33	3.00	1.33	3.00	3.00	2.67	2.00	3.00	2.33	2.61
Aggregated and reported in meaning ways	2.33	2.00	2.33	2.00	2.67	2.33	2.00	2.00	1.67	2.18
Decisions, Actions & Use of Results										
Conclusions supported by data	2.33	2.33	2.00	1.00	2.67	3.00	2.00	2.67	2.00	2.27
Program improvement actions identified	2.67	3.00	2.00	3.00	3.00	3.00	3.00	3.00	2.00	2.51
Plans to implement improvement actions	2.67	3.00	2.00	no data	3.00	2.67	3.00	2.67	2.00	2.42
Average across program/college	2.36	2.62	2.33	2.55	2.85	2.85	2.46	2.79	2.13	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years. No data = the key indicator was not addressed during the three academic year period.

Undergraduate: BIOS = B.S. in Biological Sciences; CHEM = B.S. in Chemistry; CSCI = B.S. in Computer Sciences; ENVS = B.A./B.S. in Environmental Studies; GEOG = B.S. in Geography; GEOL = B.S. in Geology and Environmental Geosciences; MATH = B.S. in Mathematical Sciences; MET = B.S. in Meteorology; PHYS = B.S. in Physics.

Table 11

Aggregate ratings across the three-year period (AY 17-19) for graduate degree programs within the College of Liberal Arts and Sciences (CLAS) demonstrating how well their reports addressed each key indicator

Criterion	Graduate- Physical Sciences								CLAS
	BIOS MS	BIOS PHD	CHEM MS	CHEM PHD	CSCI MS	CSCI PHD	GEOG MS	GEOG PHD	
Student Learning Outcomes									
Outcomes student learning focused	3.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00	2.85
Outcomes observable and measurable	2.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00	2.45
Outcomes imply a level of performance to be achieved	1.67	1.67	2.00	2.00	3.00	3.00	3.00	3.00	2.39
Outcomes imply higher levels of learning	2.00	2.00	3.00	3.00	2.67	3.00	3.00	3.00	2.51
Assessment Methods									
Assessment methods clearly described	2.00	2.00	2.00	2.00	2.00	2.00	2.33	2.33	2.25
Appropriate assessment methods	2.33	2.33	3.00	2.00	2.33	2.00	2.00	2.67	2.37
Student and program level targets	2.33	2.00	2.00	2.00	2.33	2.00	2.67	2.67	2.50
Reporting results									
Sample size reported	3.00	3.00	3.00	3.00	2.67	2.00	3.00	3.00	2.83
Date data collected reported	3.00	3.00	2.00	3.00	1.33	1.00	3.00	3.00	2.61
Aggregated and reported in meaning ways	2.33	2.00	2.00	2.00	2.33	2.00	2.67	2.67	2.18
Decisions, Actions & Use of Results									
Conclusions supported by data	1.67	1.67	3.00	no data	1.67	1.00	2.67	2.67	2.27
Program improvement actions identified	2.00	2.00	3.00	no data	2.00	2.00	3.00	3.00	2.51
Plans to implement improvement actions	2.00	2.00	3.00	no data	2.00	2.00	3.00	3.00	2.42
Average across program/college	2.26	2.21	2.62	2.5	2.33	2.27	2.79	2.85	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years. No data = the key indicator was not addressed during the three academic year period.

Graduate: BIOS MS = M.S. in Biological Sciences; BIOS PHD = Ph.D. in Biological Sciences; CHEM MS = M.S. in Chemistry; CHEM PHD = Ph.D. in Chemistry; CSCI MS = M.S. in Computer Sciences; CSCI PHD = Ph.D. in Computer Sciences; GEOG MS = M.S. in Geography; GEOG PHD = Ph.D. in Geography.

Graduate- Physical Sciences (cont'd)

Criterion	GEOL MS	GEOL PHD	MATH PHD	MATH MS	PHYS MS	PHYS PHD	STATS MS	CLAS
Student Learning Outcomes								
Outcomes student learning focused	3.00	3.00	3.00	3.00	3.00	2.67	3.00	2.85
Outcomes observable and measurable	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.45
Outcomes imply a level of performance to be achieved	3.00	3.00	1.67	2.00	1.67	2.00	2.00	2.39
Outcomes imply higher levels of learning	2.33	2.00	2.67	2.00	1.67	2.00	2.50	2.51
Assessment Methods								
Assessment methods clearly described	3.00	2.67	1.33	1.33	1.33	1.33	2.00	2.25
Appropriate assessment methods	2.67	2.33	2.00	2.00	2.00	2.00	2.00	2.37
Student and program level targets	3.00	3.00	1.33	1.67	2.33	2.00	3.00	2.50
Reporting results								
Sample size reported	3.00	3.00	2.67	2.33	3.00	2.67	3.00	2.83
Date data collected reported	3.00	3.00	1.00	1.00	3.00	2.67	2.00	2.61
Aggregated and reported in meaning ways	2.00	2.00	1.33	1.00	1.67	1.33	2.00	2.18
Decisions, Actions & Use of Results								
Conclusions supported by data	2.33	2.00	1.33	1.33	1.67	1.33	2.50	2.27
Program improvement actions identified	2.67	2.33	2.00	1.00	1.00	2.00	2.50	2.51
Plans to implement improvement actions	2.67	2.67	2.00	1.00	1.00	1.00	2.50	2.42
Average across program/college	2.74	2.62	1.94	1.96	2.12	2.00	2.38	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years. No data = the key indicator was not addressed during the three academic year period.

Graduate: GEOL MS = M.S. in Geology; GEOL PHD = Ph.D. in Geology; MATH PHD = Ph.D. in Mathematical Sciences; MATH MS = M.S. in Mathematics; PHYS MS = M.S. in Physics; PHYS PHD = Ph.D. in Physics; STAT MS = M.S. in Applied Probability and Statistics.

Table 12

Aggregate ratings across the three-year period (AY 17-19) for undergraduate degree programs within the College of Liberal Arts and Sciences (CLAS) demonstrating how well their reports addressed each key indicator.

Undergraduate - Social Sciences									
Criterion	ANTH	COMS	ECON	JOUR	NNGO	POLS	PSYC	SOCI	CLAS
Student Learning Outcomes									
Outcomes student learning focused	3.00	2.67	3.00	3.00	2.50	2.67	3.00	3.00	2.85
Outcomes observable and measurable	2.67	2.00	2.33	2.33	2.50	2.00	2.50	3.00	2.45
Outcomes imply a level of performance to be achieved	2.67	2.00	2.67	2.33	2.00	2.00	2.00	3.00	2.39
Outcomes imply higher levels of learning	2.67	2.33	2.33	2.67	3.00	1.67	2.00	3.00	2.51
Assessment Methods									
Assessment methods clearly described	2.00	2.33	2.67	1.33	2.50	3.00	2.00	3.00	2.25
Appropriate assessment methods	2.33	2.00	2.67	2.33	2.50	2.67	2.50	2.00	2.37
Student and program level targets	2.67	2.00	3.00	2.00	2.50	3.00	3.00	2.33	2.50
Reporting results									
Sample size reported	3.00	3.00	3.00	3.00	2.50	3.00	3.00	2.67	2.83
Date data collected reported	3.00	2.67	3.00	3.00	3.00	3.00	3.00	3.00	2.61
Aggregated and reported in meaning ways	2.67	2.33	3.00	1.67	2.00	3.00	1.50	2.00	2.18
Decisions, Actions & Use of Results									
Conclusions supported by data	2.67	2.00	3.00	1.67	2.50	2.67	2.50	2.67	2.27
Program improvement actions identified	3.00	1.67	2.67	1.67	3.00	2.33	2.50	2.50	2.51
Plans to implement improvement actions	3.00	1.67	2.67	1.33	2.50	2.33	2.00	2.50	2.42
Average across program/college	2.72	2.21	2.77	2.18	2.54	2.56	2.42	2.67	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years. No data = the key indicator was not addressed during the three academic year period.

Undergraduate: ANTH = B.A./B.S. in Anthropology; COMS = B.A./B.S. in Communication Studies; CLCE = B.A./B.S. in Community Leadership and Civic Engagement; ECON = B.A./B.S. in Economics; JOUR = B.A./B.S. in Journalism; POLS = B.A./B.S. in Political Science; PSYC = B.A./B.S. in Psychology; SOCI = B.A./B.S. in Sociology.

Table 13
Aggregate ratings across the three-year period (AY 17-19) for graduate degree programs within the College of Liberal Arts and Sciences (CLAS) demonstrating how well their reports addressed each key indicator.

Graduate - Social Sciences						
Criterion	ANTH MA	COMS MA	ECON MA	ECON PHD	POLS MA	CLAS
Student Learning Outcomes						
Outcomes student learning focused	3.00	3.00	2.67	2.67	3.00	2.85
Outcomes observable and measurable	2.33	2.33	2.33	2.33	2.00	2.45
Outcomes imply a level of performance to be achieved	2.67	2.33	2.67	2.00	2.00	2.39
Outcomes imply higher levels of learning	1.67	2.67	2.33	2.67	2.50	2.51
Assessment Methods						
Assessment methods clearly described	2.00	2.33	2.00	2.33	2.67	2.25
Appropriate assessment methods	2.00	2.67	2.33	2.67	2.00	2.37
Student and program level targets	2.67	2.67	2.33	2.00	3.00	2.50
Reporting results						
Sample size reported	2.67	3.00	3.00	3.00	3.00	2.83
Date data collected reported	2.67	2.67	2.67	3.00	2.33	2.61
Aggregated and reported in meaning ways	2.33	2.33	2.67	2.33	2.00	2.18
Decisions, Actions & Use of Results						
Conclusions supported by data	3.00	2.67	2.33	2.33	1.33	2.27
Program improvement actions identified	3.00	3.00	2.67	2.67	2.33	2.51
	3.00	3.00	2.67	2.67	2.33	2.42
Average across program/college	2.54	2.67	2.51	2.51	2.35	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: ANTH MA = M.A. in Anthropology, COMS MA = M.A. in Communication Studies; ECON MA = M.A. in Economics; ECON PHD = Ph.D. in Economics; POLS MA = M.A. in Political Science

Graduate - Social Sciences (cont'd)

Criterion	POLS PHD	PSYC MA	PSYC PHD	PSPA MPA	SOCI MA	CLAS
Student Learning Outcomes						
Outcomes student learning focused	2.00	1.50	1.50	3.00	3.00	2.85
Outcomes observable and measurable	2.00	1.50	1.50	2.00	3.00	2.45
Outcomes imply a level of performance to be achieved	2.00	1.50	1.50	2.50	2.67	2.39
Outcomes imply higher levels of learning	2.00	1.50	1.50	2.50	3.00	2.51
Assessment Methods						
Assessment methods clearly described	2.67	2.00	2.00	2.50	2.67	2.25
Appropriate assessment methods	2.00	1.50	2.00	2.50	3.00	2.37
Student and program level targets	3.00	2.00	2.50	2.50	2.67	2.50
Reporting results						
Sample size reported	3.00	3.00	3.00	1.50	3.00	2.83
Date data collected reported	3.00	3.00	3.00	2.50	3.00	2.61
Aggregated and reported in meaning ways	2.00	1.50	1.50	2.00	2.33	2.18
Decisions, Actions & Use of Results						
Conclusions supported by data	1.67	2.00	3.00	2.00	2.33	2.27
Program improvement actions identified	2.33	3.00	3.00	2.50	3.00	2.51
Plans to implement improvement actions	2.33	2.00	2.00	2.50	3.00	2.42
Average across program/college	2.31	2.00	2.15	2.35	2.82	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: POLS PHD = Ph.D. in Political Science; PSYC MA = M.A. in Psychology; PSYC PHD = Ph.D. in Psychology; PSPA MPA = M.P.A. in Public Administration; SOCI MA = M.A. in Sociology.

Table 14
Aggregate ratings across the three-year period (AY 17-19) for undergraduate degree programs within the College of Liberal Arts and Sciences (CLAS) demonstrating how well their reports addressed each key indicator.

Undergraduate - Humanities								
Criterion	ENGL	HIST	PHIL	WRLD LANG	WRLD FREN	WRLD GER	WRLD SP	CLAS
Student Learning Outcomes								
Outcomes student learning focused	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.85
Outcomes observable and measurable	2.33	2.33	3.00	3.00	2.50	2.50	2.50	2.45
Outcomes imply a level of performance to be achieved	2.33	2.67	3.00	3.00	3.00	3.00	3.00	2.39
Outcomes imply higher levels of learning	2.67	2.33	2.67	3.00	2.50	2.50	2.50	2.51
Assessment Methods								
Assessment methods clearly described	2.67	2.00	2.33	3.00	2.50	2.50	2.50	2.25
Appropriate assessment methods	3.00	2.67	2.67	3.00	2.50	2.50	2.50	2.37
Student and program level targets	2.67	2.00	3.00	3.00	3.00	3.00	2.50	2.50
Reporting results								
Sample size reported	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.83
Date data collected reported	3.00	2.67	2.67	3.00	2.00	2.00	2.00	2.61
Aggregated and reported in meaning ways	2.33	2.00	3.00	3.00	2.50	2.50	2.50	2.18
Decisions, Actions & Use of Results								
Conclusions supported by data	3.00	2.33	3.00	3.00	3.00	2.50	2.50	2.27
Program improvement actions identified	3.00	3.00	2.50	new	3.00	3.00	2.50	2.51
Plans to implement improvement actions	3.00	2.00	3.00	new	3.00	3.00	2.50	2.42
Average across program/college	2.77	2.46	2.83	3.00	2.73	2.69	2.58	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Undergraduate: ENGL = B.A. in English; HIST = B.A./B.S. in History; PHIL = B.A./B.S. in Philosophy; WRLD LANG = B.A. in World Languages and Culture; WRLD FREN = B.A. in French; WRLD GER = B.A. in German; WRLD SP = B.A. in Spanish;

Table 15

Aggregate ratings across the three-year period (AY 17-19) for graduate degree programs within the College of Liberal Arts and Sciences (CLAS) demonstrating how well their reports addressed each key indicator.

Graduate - Humanities							
Criterion	ENG MA	ENG PHD	HIS MA	HIS PHD	PHIL MA	WLRD SP MA	CLAS
Student Learning Outcomes							
Outcomes student learning focused	3.00	3.00	2.67	3.00	3.00	3.00	2.85
Outcomes observable and measurable	2.50	3.00	2.33	2.33	2.67	2.67	2.45
Outcomes imply a level of performance to be achieved	2.00	2.50	2.00	2.33	3.00	3.00	2.39
Outcomes imply higher levels of learning	3.00	3.00	2.67	3.00	3.00	3.00	2.51
Assessment Methods							
Assessment methods clearly described	3.00	2.50	2.00	2.00	2.33	2.33	2.25
Appropriate assessment methods	2.00	2.00	2.67	2.33	3.00	2.33	2.37
Student and program level targets	2.50	2.50	3.00	2.67	3.00	3.00	2.50
Reporting results							
Sample size reported	3.00	3.00	3.00	3.00	2.67	2.67	2.83
Date data collected reported	3.00	3.00	3.00	3.00	2.67	2.33	2.61
Aggregated and reported in meaning ways	2.50	2.00	2.67	2.00	3.00	2.33	2.18
Decisions, Actions & Use of Results							
Conclusions supported by data	2.50	2.00	2.33	1.67	3.00	2.67	2.27
Program improvement actions identified	3.00	3.00	1.67	2.33	2.50	2.67	2.51
Plans to implement improvement actions	3.00	3.00	1.67	2.33	3.00	2.67	2.42
Average across program/college	2.69	2.65	2.44	2.46	2.83	2.67	2.47

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years.

Graduate: ENGL MA = M.A. in English; ENGL PHD = Ph.D. in English; HIST MA = M.A. in History; HIST PHD = Ph.D. in History; PHIL MA = M.A. in Philosophy; WRLD SP MA = M.A. in Spanish

Appendix M
College of Visual and Performing Arts Aggregates

Table 16

Aggregate ratings across the three-year period (AY 17-19) for undergraduate degree programs within the College of Visual and Performing Arts (CVPA) demonstrating how well their reports addressed each key indicator.

Criterion	Undergraduate								CVPA
	ART ED	ART HIS	ART BFA	ART BA/BS	MUSIC BA	MUSIC BM	THEA BFA	THEA BA	
Student Learning Outcomes									
Outcomes student learning focused	3.00	3.00	3.00	3.00	No data	No data	2.00	3.00	2.82
Outcomes observable and measurable	2.33	2.00	2.33	2.00			2.33	3.00	2.33
Outcomes imply a level of performance to be achieved	2.00	2.33	2.33	2.00			2.00	3.00	2.33
Outcomes imply higher levels of learning	2.50	2.67	2.33	2.00			2.33	3.00	2.50
Assessment Methods					No data	No data			
Assessment methods clearly	2.67	2.67	2.67	2.00			2.00	1.67	2.30
Appropriate assessment methods	2.00	2.67	2.33	2.00			1.67	2.67	2.30
Student and program level targets	2.67	3.00	2.33	3.00			2.67	2.67	2.61
Reporting results					No data	No data			
Sample size reported	2.67	3.00	2.67	3.00			2.33	2.67	2.79
Date data collected reported	3.00	3.00	2.67	3.00			3.00	3.00	2.94
Aggregated and reported in meaningful ways	2.00	2.33	1.67	2.00			2.00	2.33	2.18
Decisions, Actions & Use of Results					No data	No data			
Conclusions supported by data	2.33	2.33	2.67	2.00			2.00	2.67	2.27
Program improvement actions identified	2.67	2.67	2.50	1.00			2.33	3.00	2.56
Plans to implement improvement actions	2.50	2.67	2.50	1.00			2.33	3.00	2.55
Average across program/college	2.49	2.64	2.46	2.15	No data	No data	2.23	2.74	2.50

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years. No data = the key indicator was not addressed during the three academic year period.

Undergraduate: ART ED = B.S.Ed. in Art Education; ART HIS = B.A. in Art History; ART BFA = B.F.A. Art Studio and Design; ART BA/BS = B.A. and B.S. in Art; MUSIC BA = B.A. in Music; MUSIC BM = Bachelor of Music; THEA BFA = B.F.A. in Theatre Arts; THEA BA = B.A. in Theater Studies

Table 17
 Aggregate ratings across the three-year period (AY 17-19) for graduate degree programs within the College of Visual and Performing Arts (CVPA) demonstrating how well their reports addressed each key indicator.

Criterion	Graduate							CVPA
	ART ED PHD	ART MFA	ART MS	ART MA	MUSIC MM	MUSIC PC	THEA MFA	
Student Learning Outcomes								
Outcomes student learning focused	3.00	3.00	3.00	3.00	No data	No data	2.00	2.82
Outcomes observable and measurable	2.33	2.33	2.67	2.00			2.33	2.33
Outcomes imply a level of performance to be achieved	2.33	2.67	2.33	2.33			2.33	2.33
Outcomes imply higher levels of learning	2.33	3.00	2.33	2.67			2.33	2.50
Assessment Methods								
Assessment methods clearly	2.00	2.33	2.33	2.67	No data	No data	2.33	2.30
Appropriate assessment methods	2.33	2.33	2.33	2.67			2.33	2.30
Student and program level targets	2.00	2.33	2.33	3.00			2.67	2.61
Reporting results								
Sample size reported	2.67	3.00	2.67	3.00	No data	No data	3.00	2.79
Date data collected reported	3.00	3.00	2.67	3.00			3.00	2.94
Aggregated and reported in meaningful ways	2.33	2.00	2.33	2.33			2.67	2.18
Decisions, Actions & Use of Results								
Conclusions supported by data	1.33	2.67	2.00	3.00	No data	No data	2.00	2.27
Program improvement actions identified	2.50	3.00	2.50	3.00			3.00	2.56
Plans to implement improvement actions	2.50	3.00	2.50	3.00			3.00	2.55
Average across program/college	2.36	2.67	2.46	2.74	No data	No data	2.54	2.50

Notes. 1 = Not at all, 2 = Partially, and 3 = Completely. Figures in the tables were calculated based on three years of data for programs submitting reports in all three academic years (AY17-19), two years of data for programs submitting reports in two of the three academic years, or one year of data for programs submitting reports during one of the three academic years. No data = the key indicator was not addressed during the three academic year period.

Graduate: ARTED PHD = Ph.D. in Art and Design Education; ART MFA = M.F.A. in Art and Design; ART MS = M.S. in Art and Design; ART MA = M.A. in Art; MUSIC MM = Master of Music; MUSIC PC = Performer’s Certificate; THEA MFA = M.F.A. in Theatre Arts.

