INSTITUTIONAL EFFECTIVENESS and ASSESSMENT MANUAL

KENTUCKY
WESLEYAN
COLLEGE
—— 1858 ——

2017

Office of Institutional Effectiveness and Research

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INTRODUCTION

What is Institutional Effectiveness?

Institutional Effectiveness is the process in which Kentucky Wesleyan demonstrates how well it succeeds in accomplishing its mission. The United States Department of Education has "required regional accrediting agencies to measure the effectiveness" of institutions since 1987.   Items that must be evaluated include:

- Existence of an institutional purpose appropriate for higher education
- Determining that the institution has educational objectives consistent with its mission or purpose
- Documentation of the achievement of students in relation to the intended educational outcomes identified
- Determination of the extent to which institutions regularly evaluate student academic achievement and use its results for improvement of educational programs

The Southern Association of Colleges and Schools Commission on Colleges (*SACSCOC)* 2010 edition of the *Principles of Accreditation: Foundation for Quality Enhancemen*t includes the following core requirement:

"The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission." (CR 2.5 Institutional Effectiveness)

It is noted in the 2012 edition of the *SACSCOC Resource Manual for the Principles of Accreditation: Foundation for Quality Enhancement*, that

"a commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive. The approach to institutional effectiveness includes all programs, services, and constituencies and is strongly linked to the decision making process at all levels, including the institution's budgeting process.

While the requirement does not imply that all elements of the system must be undertaken simultaneously or even annually, the various activities of the institution's planning and evaluation system are scheduled at periodic intervals that make sense for the institution and its mission. The results of diverse assessment efforts can be integrated to provide a sound basis for plans aimed at institutional improvement. Because the process used for institutional effectiveness permeates *all* facets of the institution, it is appropriate that a review of this Core Requirement includes the institution's mission and effectiveness, the commitment of leadership to integrate planning and continuous improvement, and its approach to documenting the evidence of its process."

Therefore, the process of Institutional Effectiveness involves planning, assessment, and using the assessment results for continuous improvement and links these processes to resource management and decision-making.

The purpose of this manual is to provide guidance for faculty, staff, and administrators to develop and evaluate Institutional Operational Plans, Student Learning Outcomes, and Program Outcomes, and to use the assessment results to continuously improve their programs and services that benefit the students KWC serves.

INSTITUTIONAL ASSESSMENT PLAN

Kentucky Wesleyan's assessment plan meets the accreditation standards of the Southern Association of Colleges and Schools Commission on College (SACSCOC). To comply with SACSCOC core requirements (C.R.), comprehensive standards (C.S.), and federal requirements (F.R.) , as defined in the *Principles of Accreditation*, a systematic and ongoing evaluation process for all academic and non-academic (administrative and student services) programs/units must be present to demonstrate institutional effectiveness. These standards set the following expectations that must be followed to be effective and ensure compliance.

Kentucky Wesleyan operates with a mission that fosters teaching and learning and supports research and public service in the context of its teaching mission.

> "The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. " (C.R. 2.4 Institutional Mission)

Kentucky Weselyan's mission is a living document, which is reviewed regularly and amended as appropriate to ensure continuous improvement in institutional quality and achievement of its mission.

> "The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of instructional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality, and (3) demonstrate that the institution is effectively accomplishing its mission" (C.R. 2.5 Institutional Effectiveness)

Kentucky Wesleyan's outcomes assessments include the evaluation of student learning outcomes, administrative and academic and student support services, research, and community and public service as applicable to its mission.

> "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:" (C.S. 3.3.1. Institutional Effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes,
> 3.3.1.2 administrative support services,

3.3.1.3 academic and student support services,
3.3.1.4 research within its educational mission, if appropriate,
3.3.1.5 community/public service within its mission, if appropriate"

Kentucky Wesleyan assesses its general education core.

"The institution identifies college-level general education competencies and the extent to which graduates have attained them." (C.S. 3.5.1 College-level competencies)

Kentucky Weselayn has a plan to include continuous improvement in the quality of the education it offers.

"The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement." (C.S. 3.3.2 Quality Enhancement Plan)

Kentucky Weselyan's academic programs are approved by the faculty and administration, evaluated internally and externally, and assessed to document student learning.

"The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes." (C.S. 3.4.1 Academic Program Approval)

Kentucky Wesleyan's faculty have the primary responsibility for ensuring that the curriculum is effective.

"The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty." (C. S. 3.4.10 Responsibility for curriculum)

Kentucky Wesleyan uses both direct and indirect measures in evaluating its institutional effectiveness.

"The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates." (F. R. 4.1 Student Achievement)

The assessment process elaborates on the gathering and interpreting of information with the intent of discovering whether a program is meeting established goals, and using that information to improve the program. Assessment is concerned principally with student learning both inside and outside the classroom.

INSTITUTIONAL ASSESSMENT COMMITTEE

The Institutional Assessment Committee helps ensure that all College-wide assessment functions are implemented according to well-defined and communicated processes. The committee systematically reviews the college-wide assessment plan to determine the extent to which the College's mission is achieved, and monitors the overall performance of the institution and its various units.

ASSESSMENT PLANS

Faculty, staff and administrators develop mission statements for each academic program and non-academic (administrative or student services) unit, which are aligned with the College's mission statement. Planning templates are available to assist academic programs (Appendix A) and non-academic units (Appendix B) with this process. Once plans have been completed they will be reviewed and evaluated by a committee using a standard rubric appropriate for either academic programs (Appendix C) or non-academic units (Appendix D). Once plans have been approved, the units will use them to collect meaningful data that will be used to assess the success of the program or unit in achieving its outcomes (goals).

Mission Statement

A mission statement is a clear, concise statement that gives the purpose of the program or unit. It guides the work of the program or unit, indicates who it serves, in what ways and with what results.

Outcome/Objectives

Outcomes are specific statements that clearly identify the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience; for administrative units, outcomes describe the desired quality of key services.

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: Institution-Centered Outcomes, and Student-Centered Outcomes.

Institution-centered outcomes include those outcomes that have more direct benefit to the College than to students, and are specific, programmatic, operational, and administrative objectives that academic programs and non-academic units intend to accomplish. They are not directly related to student learning. Some examples of these types of outcomes include:
- program-generated revenue,
- program efficiency,
- cost-effectiveness,
- desired quality of key services,
- program impact on promoting professional/public partnerships,
- numbers of students that enter graduate or professional schools and/or careers, and
- campus-community among faculty, staff, and administrators.

Student-centered outcomes encompass those outcomes that pertain more directly to student learning and development that students are expected to have or exhibit when they complete an academic program, such as:

- knowledge,
- skills,
- behaviors,
- attitudes, or
- values

They can be assessed collectively or individually; and examined at the institutional, program, and course levels.

Measures

In order to determine whether outcomes are achieved, some kind of evaluation is in order. There are a variety of measures used to evaluate each outcome. The evidence you gather should be credible, applicable to decision making, and relevant.

Direct measures: are designed to directly measure what a stakeholder (faculty, staff, students, etc.) knows or is able to do and/or the benefit of programming or intervention.

- Pre- and post-tests
- Course-embedded assessment (e.g., homework assignment; essays, locally developed tests)
- Comprehensive exams
- National Major Field Achievement Tests
- GRE subject exams
- Certification exams, licensure exams
- Senior thesis or major project
- Portfolio evaluation
- Case studies
- Reflective journals
- Capstone projects
- Internal/external juried review of performances and exhibitions
- Internship and clinical evaluation
- External examiners/peer review
- Grading with criteria or rubrics
- Ratings of student skills by supervisors
- Employer ratings of student skills

Indirect measures: focus on stakeholders' (faculty, staff, students, etc.) perception and satisfaction with the program or service.

- Program survey
- Exit interviews
- Alumni survey
- Employer survey

- Focus groups
- Job placement statistics
- Graduate and professional school placements
- Graduation and retention rates
- Percentage of students who participation (e.g., study abroad, internships)
- Honors, awards, scholarships

Achievement Targets

A target or benchmark is a specific indicator that represents success at achieving a given outcome. For example, 50% of Kentucky Wesleyan students will participate in an internship or 90% of the education students will pass the Praxis II exam.

ASSESSMENT REPORTS

Once plans have been approved, data is gathered yearly, analyzed, and used as the basis for making changes for continuous improvements. Academic assessment results are reported to the Office of the Vice President of Academic Affairs at the end of the spring semester. Non-academic assessment results are reported to the Office of Institutional Effectiveness and Research at the end of the spring semester or after the FY audit has been approved. Assessments must be reported using the approved reporting template for academic programs (Appendix E), General Education courses (Appendix F) or non-academic units (Appendix G). The assessment data will be reviewed and evaluated by a committee using a standard rubric appropriate for either academic programs/courses (Appendix H) or non-academic units (Appendix I). The Committee will report back its findings each cycle during an annual assessment day that will occur before the beginning of the fall semester (Academic assessments).

Results
A concise summary of the results gathered from a given assessment measure.

Impact of Previously Implemented Changes
A short summary of how action plans from the previous year (or in cases of outcomes measured on a greater than annual cycle) have led to improvements

Action Plans
Actions to be taken to improve the program or assessment process based on analysis of results.

ACADEMIC ASSESSMENT PLANS AND REPORTS

The responsibility for developing academic assessment plans and collecting and analyzing assessment data and making course specific decisions about improvements resides with the faculty teaching in the academic program. The responsibility for submitting the annual assessment report to the Office of the Vice President of Academic Affairs (VPAA) resides with the Program Coordinator, who also must coordinate with faculty to ensure individual course decisions are leading to the continual improvement in the entire academic program.

Programs should use the planning template (Appendix A) to develop their plans. This template is based on using course embedded assessments. The rubric (Appendix C) for evaluating these plans also will be useful. Appendix J provides some examples of how to write meaningful and measureable student learning outcomes. Completed plans should be submitted to the VPAA for review and approval.

The table below provides an outline of the components included in academic program assessment plans and reports. The academic assessment form and rubric for the annual evaluation of the report may be found in Appendices E and G.

ACADEMIC ASSESSMENT COMPONENTS
MISSION: the plan provides a clear, concise, descriptive statement of purpose for the program and is aligned with the College mission.
PROGRAM EDUCATIONAL OBJECTIVES OR GOALS: The plan identifies at least three achievements or accomplishments that graduates generally attain
OUTCOMES: The plan identifies at least three meaningful student leaning outcomes that are measurable, describe what students should be able to do or demonstrate as a result of their studies, and align with and support the programs goals.
METHODS (ASSESSMENTS): Each outcome lists methods to measure the achievement of the outcome. There is at least one direct measure for each outcome that will be able to determine if the target (minimum performance) level has been met.
RESULTS AND ANALYSIS: Each method provides results and analysis, including: qualitative or quantitative data in a narrative summary or table a well-reasoned description of conclusions, significance, and impact
IMPACT: Assessment results from the current year are discussed in terms of the previous cycles action plans to improve outcomes.
ACTION TAKEN: Each method describes relationship among results, decisions, and next steps and explains how results are used to inform curricular changes

Direct Assessment Methods used by academic programs include most of the items listed in the section above titled Measures. Additionally, course embedded assessments are direct assessment methods. Some examples are:
- Essays/Written Assignments*
- Locally Developed Examinations
- Blind-scored Assignments*
- Oral Assignments*
- Teamwork
- Pencil/Paper Tests

- Problem Sets
- Problems on Tests
- Case Studies
- Technical Reports & Proposals
- Pre-test/Post-test Evaluations
- External Examiner Review
- Student Reflections*
  *indicates use of rubric

Grades are not an appropriate measure of student performance, as they are awarded based on overall satisfaction of course requirements rather than specific performance on a single program-level outcome. Those course requirements typically include several course-level outcomes (which may or may not be directly related to a program outcome), attendance, and extra credit. Course grades alone do not provide specific information about the concepts mastered by students or those concepts that proved challenging – important information for faculty to consider if they want to improve student learning over time.

Indirect Assessment Methods used by academic programs**:**
- Student Perception of Learning Surveys (e.g. NSSE)
- Alumni Surveys
- Analysis of Course Syllabi
- Focus Groups
- Employer Surveys
- Exiting Senior Survey
- Consultation with Internship Supervisors
- Consultation with Advisory Board/Counsel
- Student Evaluation of Faculty
- Advisory Perception Survey
- Graduation rates
- Time to degree
- Retention rates
- Persistence/Return rates
- Exit Interviews
- General Faculty Survey
- Job Placement Rates
- Graduate School Placement Rates
- Tracking Complaints
- Recruiting Results
- Website Interests/Hits
- Establishing Timelines & Budgets
- Faculty Performance Appraisals
- Advisory Council Survey
- Juried Performance
- Service Learning Evaluation

- Internship Evaluation

NON-ACADEMIC (ADMINISTRATIVE and STUDENT SERVICES) ASSESSMENT PLANS AND REPORTS

Units should use the planning template (Appendix B) to develop their plans. The rubric (Appendix D) for evaluating these plans also will be useful. Completed plans should be submitted to the Office of Institutional Effectiveness and Research for review and approval.

The table below provides an outline of the components included in academic program assessment plans and reports. The academic assessment form and rubric for the annual evaluation of the report may be found in Appendices F and H.

NON-ACADEMIC UNIT ASSESSMENT COMPONENTS
UNIT MISSION: The Plan has a clear concise and specific statement of the unit purpose and function that is aligned with the college mission
RESPONSIBILITY AND IMPLEMENTATION: The plan identifies, by title, who: crafts outcomes and methods; collects and analyzes data; reports results to unit staff; makes decisions based on data; ensures that decisions are implemented
OUTCOMES: The plan identifies at least three outcomes (goals) stating what the unit will achieve and are measureable, realistic and achievable
METHODS: Each outcome has at least one direct measure that that provides data that will determine if the target (minimum performance) level has been met
RESULT AND ANALYSIS: Each method provides results and analysis, including: qualitative or quantitative data in a narrative summary or table a well-reasoned description of conclusions, significance, and impact
IMPACT: Assessment results from the current year are discussed in terms of the previous cycles action plans to improve outcomes.
ACTION TAKEN: Each method describes relationship among results, decisions, and next steps and explains how results are used to inform unit changes

The evidence you gather should be credible, applicable to decision making, and relevant. The majority should employ direct measurement. Indirect measures do not reflect actual student learning, but focus, instead, on their perceptions or opinions.

The following are examples of the methods that can be used to assess the expected outcomes of non-academic units.

- Satisfaction surveys
- Graduation rates
- Retention rates
- Benchmarks set by national, state, or peer institutions/organizations
- Establishing timelines and budgets
- Tracking the Use of a Service (e.g. hits on a website, use of computer technology)
- Recruiting results
- Tracking program participation
- Student Opinion Survey
- Athletic Exit Surveys
- Tracking complaints and how they are resolved
- National Survey of Student Engagement (NSSE)
- External measures of performance or quality
- Usage of a program or service
- Focus groups
- Participation data
- Observation of behavior
- Volume of activity
- Level of efficiency (average response time)
- Measure of quality

ASSESSMENT SCHEDULE

Time	Action/Occurrence	Who Is Responsible
TBA	Non-Academic Unit Assessment Day – Report Back of Previous Years Assessment Findings and Unit Planning for the Upcoming Cycle	Director of Institutional Effectiveness and Research and all Staff
August 15-25	Academic Assessment Day – Report Back of Previous Years Assessment Findings and Program Planning for the Upcoming Cycle	Director of Institutional Effectiveness and Research and all Faculty
Sept.	Assessment Committee reviews goals and outcomes for the upcoming year and provides feedback for revisions (if needed) by Sept 30	Institutional Assessment Committee
Sept- May	Collect Assessment Data	Faculty and Staff
Jan. 3-10	Assessment/Operational Plans are re-visited and assessed formally by all functional units in a mid-year planning meeting	Director IE & IR, Faculty, Program Directors, Non-Academic Unit staff, Unit Heads

May 1-29	Analysis of Assessment data and Completion of the Annual Assessment Report	Faculty, Program Directors, Unit Heads
May 30	Most Assessment Reports due to the appropriate Office	Program Directors & Unit Heads
June 30	Advancement Assessment Report due (at end of FY)	Unit Head
June – July	Assessment Subcommittees Review of Reports	Academic Assessment Committee; Non-academic Unit Assessment Committee
July 31	All Assessment Reports and Reviews Completed and Stored on SACS drive;	Director Institutional Effectiveness
Aug 1-5	Reports sent back to person responsible	Director Institutional Effectiveness
Aug. 15	Publication (online) of Annual Institutional Assessment document detailing prior year's goals, outcomes, use of results, and current action plans	Director Institutional Effectiveness
Oct. 15	Finance and Admissions Assessment report due (at end of FY Audit and entrance of class)	Unit Heads

KWC Academic Program Learning Outcomes Planning Template
Degree Program: _____

Division Mission

Program Mission

1. Program Learning Outcomes - Overall, what knowledge, skills, or abilities should a graduate of your program possess?

Program Learning Outcome #1

Program Learning Outcome #2

Program Learning Outcome #3

1A. Course(s) where each Program Learning Outcome is/are taught:

Program Learning Outcome #1 Course(s)

Program Learning Outcome #2 Course(s)

Program Learning Outcome #3 Course(s)

2. Course Learning Outcomes - What are the major learning goals of the courses listed in 1A? (Usually found on the syllabus)

Course #1
> **Course Learning Outcome #1**
> **Course Learning Outcome #2**

Course #2
> **Course Learning Outcome #1**
> **Course Learning Outcome #2**

3. Individual Assignments/Assessments - Individual events in each class related to a Course Learning Outcome where a grade is assigned.

Be sure to indicate the type of assignment (i.e. Homework, Exam, Quiz, Research Paper, Paper, In-Class Activity, Presentation, etc.)

> **Course #1 → Course Learning Outcome #1 →**
> > **Assignment #1**
> > **Assignment #2**
>
> **Course #2 → Course Learning Outcome #1 →**
> > **Assignment #1**
> > **Assignment #2**

4. Measurement of Success – How will each assignment/assessment listed in #3 be used to evaluate success?

For example: Assessment Goal: 65% or more of students will correctly score 70% or more on the ACC 2312 post test exam which covers theories underlying AICPA conceptual; framework.

> **Course #1 → Course Learning Outcome #1 → Assignment #1**
> > **Assessment Goal:**
>
> **Course #1 → Course Learning Outcome #1 → Assignment #2**
> > **Assessment Goal:**

5. Connection to General Education – List any Course Learning Outcomes (#2) that could be categorized by the College's ten General Education Core Competencies.

For example: **Communicate Effectively in a) Writing and b) Speech**
> *Course: BIO 2114*
> *Course Learning Outcome(s): 1(Learning and practicing effective communication in science: (a) written), 2 (Learning and practicing effective communication in science: (b) oral)*

LO 1 Exhibit Critical and Logical Thinking
> Course:
> Course Learning Outcome(s):
>
> Course:
> Course Learning Outcome(s):

LO 2 Demonstrate Problem Solving Ability
> Course:
> Course Learning Outcome(s):
>
> Course:
> Course Learning Outcome(s):

LO 3 Identify and Analyze Ethical Issues

 Course:

 Course Learning Outcome(s):

 Course:

 Course Learning Outcome(s):

LO 4 Communicate Effectively

 Course:

 Course Learning Outcome(s):

 Course:

 Course Learning Outcome(s):

LO 5 Demonstrate an Aesthetic Awareness

 Course:

 Course Learning Outcome(s):

 Course:

 Course Learning Outcome(s):

LO 6 Explore the Human Experience

 Course:

 Course Learning Outcome(s):

 Course:

 Course Learning Outcome(s):

LO 7 Comprehend the Natural World

 Course:

 Course Learning Outcome(s):

 Course:

 Course Learning Outcome(s):

LO 8 Utilize Knowledge to Sustain Physical Well-being

 Course:

 Course Learning Outcome(s):

 Course:

 Course Learning Outcome(s):

6. Other Assessments – List any other assessments the program uses to gauge student learning. Include a description of the assessment method(s) and goal(s); e.g., placements in graduate and professional schools, national disciplinary exams, internships, externships, licensure pass rates, etc.

Administrative/Student Services Unit Outcomes Planning Template

Unit: ____

College Mission

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually and physically to achieve success in life.

Unit Mission

Unit Goals (optional if stated goals are broad non-measureable statements)

Unit Outcomes, Methods to Determine if the Outcomes are Met (Assessments), Measurement of Success (Target or benchmark), and Rationale for Choosing the Target – Each unit should articulate 3-5 **outcomes** aligned with the unit and the College mission. Institution-centered outcomes, such as increase in efficiency, increase revenue, have an impact on the College while Student-centered outcomes pertain to student learning or personal development, such an increased awareness of what constitutes sexual harassment, changes in attitudes concerning diversity, increased usage of counseling services. Multiple **methods** are best to use to document success. You must have at least one direct measurement (assessment) for each outcome, such as increased usage of service, increased revenues, etc. **Target or Benchmark of Success** indicates how the assessment method will be used to evaluate success? The **rationale** indicates why/how you picked the benchmark you indicated.

Outcome	Method	Target	Rationale

Appendix C: Rubric for Evaluation of an Academic Program Assessment Plan

Program: _____   Date:_____

	Meets Standard	Approaches Standard	Needs Improvement	Comments
Mission Statement of the Program	• Mission statement is a clear, **concise, discipline specific** statement of the aspects covered within the major • Relationship to the College's mission is apparent	• Mission statement is **not entirely clear**, **discipline specific, or concise**	• Mission statement **lacks clarity,** and is **not discipline specific**, or **concise**	
Program Goals	• Goals clearly identify discipline specific knowledge, skills, and competencies students will acquire • Goals are aligned with the program mission • Goals are stated in terms of students' knowledge, skills, etc.	• Goals identify knowledge, skills, and competencies that are vague **and/or not** discipline specific • Goals are **not** clearly aligned with the program mission • Goals are **not** consistently stated in terms of students' knowledge skills, and competencies	• Goals do **not** identify knowledge, skills, and competencies students will acquire • Goals are **not** aligned with the program mission • Goals are **not** stated in terms of student knowledge, skills, and competencies	
Expected Learning Outcomes	• Outcomes are aligned with the mission and goals • Learning outcomes are realistic, achievable, and measurable	• Outcomes are **not** clearly aligned with mission and goals • Less than 3 learning outcomes are identified • Learning outcomes are **not** realistic and/or achievable	• Outcomes are **not** aligned with mission and goals or are missing; • No learning outcomes are identified • Learning outcomes are **not** measurable	
Method of Assessment (measures)	• Measures correspond to and validly assess learning outcomes • Target performance level for the program is stated • There is at least one direct measure for each learning outcome	• Measures do **not** consistently correspond to or validly assess learning outcomes • Target performance level for the program is unclear	• Measures do **not** directly correspond to stated learning outcomes • Measures do **not** appropriately assess intended learning outcomes or are missing • Target performance level for the program is **not** stated	

Appendix D: Rubric for Evaluating Non-Academic Unit Assessment Plans

Unit: _____   Assessment Cycle Date:_____   Date Reviewed: _____

	Meets Standard	Approaches Standard	Needs Improvement	Comments
Mission Statement (Purpose) of the Unit	• Mission statement is a clear, **concise, specific** statement of the unit's purpose and function in a manner that is clear to an outsider • Relationship to the College's mission is clear • Encompasses all activities of the unit	• Mission statement is **not clear to an outsider.** • The units mission is **not totally aligned** or with the College's mission (part of the functions match those of the College) • Refers to some but not all activities of the unit	• Mission statement is **missing,** not **concise, or does not specifically** refer to the function of the unit • The **connection** of the unit to the College **is not** apparent • Does not refer to activities of the unit or refers only in general terms	
Expected Outcomes	• Outcomes are aligned with the units mission • Outcomes are realistic • Outcomes are measurable • Outcome is appropriate	• Outcomes **are not clearly aligned** with mission • **Less than 3 outcomes** are identified • Outcomes are **not realistic** • Outcome is appropriate but cannot be completed in the time frame	• Outcomes **do not give guidance** as to what is to be achieved • Outcomes **are missing** • Outcomes are **not** measurable • Outcome is not timely	
Method of Assessment (Measures)	• Measures correspond to and validly assess outcomes • Target performance level for the outcome is stated • Multiple measures are available for some or all outcomes	• Measures do **not** consistently correspond to or validly assess outcomes • Target performance level for the outcome **is unclear** • There is at least **one direct measure** for each outcome	• Measures do **not** directly correspond to stated outcomes • Measures do **not** appropriately assess intended outcomes or **are missing** • Target performance level for the outcome is **not** stated • **No direct measures** are used	

Appendix E: Academic Program Assessment Report

Academic Program: Program Director: **Date**:

College Mission

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually and physically to achieve success in life.

Program Mission

Program Purpose & Goals

Last Years' Recorded Action Plan for Each LO Assessed	*IMPACT OF LAST YEARS' ACTION PLAN for Each LO Assessed*

INDIRECT ASSESSMENTS of STUDENT LEARNING/OUTCOMES

Appendix E: Academic Program Assessment Report

Outcome	Course	Methods and Targets	Results (*append detailed results to end of document*)	Action Plan for Next Year
		Method: Target:	out of students met standard % ☐Target met	*Describe specific actions planned to improve student outcomes.*
		Method: Target:	out of students met standard % ☐ Target met	
		Method: Target:	out of students met standard % ☐ Target met	

Appendix E: Academic Program Assessment Report

If Appropriate - Record ANY CHANGES in Learning Outcomes, Measures, Targets, and Rationales for next year below.

Outcome	Method and Target	Rationale
	Method: Target:	
	Method: Target:	
	Method: Target:	

Record any changes to the program mission, purpose, or goals here:

Attach detailed assessment results here:

Appendix F: General Education Assessment Report

Academic Program: **Program Director**:   **Date**:

College Mission

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually and physically to achieve success in life.

General Education Learning Outcomes

Check each outcome assessed during the previous year.

☐ LO 1. Exhibit critical and logical thinking
☐ LO 2. Demonstrate problem solving ability
☐ LO 3. Identify and analyze ethical issues
☐ LO 4. Communicate effectively
☐ LO 5. Demonstrate an aesthetic awareness
☐ LO 6. Explore the human experience
☐ LO 7. Comprehend the natural world
☐ LO 8. Utilize knowledge critically to sustain physical well-being

General Education Courses Offered

Appendix F: General Education Assessment Report

Last Years' Recorded Action Plan for Each LO Assessed	*IMPACT OF LAST YEARS' ACTION PLAN for Each LO Assessed*

Appendix F: General Education Assessment Report

Outcome	Course	Methods and Targets	Results (*append detailed results to end of document*)	Action Plan for Next Year
		Method: Target:	out of students met standard % ☐Target met	*Describe specific actions planned to improve student outcomes.*
		Method: Target:	out of students met standard % ☐ Target met	
		Method: Target:	out of students met standard % ☐ Target met	

Appendix F: General Education Assessment Report

If Appropriate - Record ANY CHANGES in Measures and Rationales for next year below.

Outcome	Method and Target	Rationale
	Method: Target:	
	Method: Target:	
	Method: Target:	

Record any changes to the program mission, purpose, or goals here:

Attach detailed assessment results here:

Appendix G: Administrative Unit Assessment Report

Unit: **Unit Leader**:   **Date**:

College Mission

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually and physically to achieve success in life.

Program Mission

Program Purpose & Goals

Last Years' Recorded Action Plan for Each Outcome Assessed	*IMPACT OF LAST YEARS' ACTION PLAN for Each Outcome Assessed*

INDIRECT ASSESSMENTS of OUTCOMES

If applicable.

Appendix G: Administrative Unit Assessment Report

Outcome	Methods and Targets	Results (*append detailed results to end of document*)	Action Plan for Next Year
	Method: Target: What is the performance target to be met?	Results ☐Target met	*Describe specific actions planned to improve outcomes.*
	Method: Target: What is the performance target to be met?	Results ☐ Target met	
	Method: Target: What is the performance target to be met?	Results ☐ Target met	

Appendix G: Administrative Unit Assessment Report

If Appropriate - Record ANY CHANGES in Outcomes, Measures, Targets, and Rationales for next year below.

Outcome	Method and Target	Rationale
	Method: Target: What is the performance target to be met?	
	Method: Target: What is the performance target to be met?	
	Method: Target: What is the performance target to be met?	

Record any changes to the program mission, purpose, or goals here:

Attach detailed assessment results here:

Appendix G: Rubric for Evaluating Academic Assessment Reports   **Program:**   **Date:**

	Meets Standard	Approaches Standard	Needs Attention	Comments
Method of Assessment (measures)	• Measures correspond to and validly assess learning outcomes • Target performance level for the program is stated • There is at least one direct measure for each learning outcome	• Measures do **not** consistently correspond to or validly assess learning outcomes • Target performance level for the program is unclear	• Measures do **not** directly correspond to stated learning outcomes • Measures do **not** appropriately assess intended learning outcomes or are missing • Target performance level for the program is **not** stated	•
Assessment Results	• Results are related to the specific measures of learning outcomes • Data are analyzed appropriately and provide evidence of target achievement level • Results yield meaningful information for improvement(s) • Results are shared and can lead to an action plan for improvement	• Results are **not** clearly related to the intended learning outcomes • Data are **not** analyzed appropriately and/or does **not** consistently provide evidence of target achievement level • Results may **not** be consistent or yield meaningful information for improvement	• Results are **not** clearly related to the intended learning outcomes or are missing • Data are **not** analyzed appropriately and do **not** provide evidence of target achievement level • Results are **not** consistent or do not yield meaningful information for improvement • Results are either not shared, or not used to facilitate discussions, and/or do not lead to an action plan for improvement	•
Results Related to Previously Reported Modifications	• Compares new findings to past trends, as appropriate • Provides evidence that previous modifications led to improvements	• Results of previous modifications are present but do not indicate improvements in outcomes	• No evidence that previous modifications cited in Action Plans from previous review cycles were implemented	•
Action Plan/Use of Results for Continued Improvement	• Action plan is developed directly from, and is aligned with, the results • Actions are intended to improve program, teaching methods, or curriculum • Actions may also modify learning outcomes or assessment strategies as necessary • Actions are shared with others • Actions are reviewed/ evaluated and terminated as necessary • Contains completion dates. • Identifies a responsible person/group.	• Action plan is not **clearly** developed from, or aligned with, the results • Actions are **not clear concerning** improvements in the program, teaching methods, or curriculum, and/or modify learning outcomes, or assessment strategies • Actions are not **consistently** shared • Actions are not **consistently** reviewed/evaluated or terminated as necessary	• Action plan is **not** directly developed from, or aligned with, the results or is missing • Actions do **not** lead to improvements in the program, teaching methods, or curriculum, and/or modify learning outcomes, or assessment strategies • Actions are **not** shared • Actions are **not** reviewed/evaluated or terminated as necessary	•

Rubric for Evaluating Administrative Assessment Reports   **Unit:**   **Date:**

	Meets Standard	Approaches Standard	Needs Attention	Comments
Method of Assessment (Measures/ Targets)	• Measures correspond to and validly assess administrative unit goals • Target performance level for the unit is stated • There is at least one direct measure for each unit goal	• Measures do **not** consistently correspond to or validly assess administrative unit goals • Target performance level for the unit is unclear	• Measures do **not** directly correspond to stated administrative unit goals • Measures do **not** appropriately assess intended administrative unit goals or are missing • Target performance level for the unit is **not** stated	•
Assessment Results	• Results are related to the specific measures of administrative unit goals • Data are analyzed appropriately and provide evidence of target achievement level • Results yield meaningful information for improvement(s) • Results are shared and can lead to an action plan for improvement	• Results are **not** clearly related to the intended administrative unit goals • Data are **not** analyzed appropriately and/or do **not** consistently provide evidence of target achievement level • Results may **not** be consistent or yield meaningful information for improvement	• Results are **not** clearly related to the intended administrative unit goals or are missing • Data are **not** analyzed appropriately and do **not** provide evidence of target achievement level • Results are **not** consistent or do not yield meaningful information for improvement • Results are either not shared, or not used to facilitate discussions, and/or do not lead to an action plan for improvement	•
Results Related to Previously Reported Modifications	• Compares new findings to past trends, as appropriate • Provides evidence that previous modifications led to improvements	• Results of previous modifications are present but do not indicate improvements in outcomes	• No evidence that previous modifications cited in Action Plans from previous review cycles were implemented	•
Action Plan/Use of Results for Continued Improvement	• Action plan is developed directly from, and is aligned with, the results • Actions are intended to improve unit, administrative processes, and unit support of college mission • Actions may also modify administrative unit goals or assessment strategies as necessary • Actions are shared with others • Actions are reviewed/evaluated and terminated as necessary • Contains completion dates. • Identifies a responsible person/group.	• Action plan is not **clearly** developed from, or aligned with, the results • Actions are **not clear concerning** improvements in the unit, administrative processes, or unit support of college mission, and/or modification of administrative unit goals or assessment strategies • Actions are not **consistently** shared • Actions are not **consistently** reviewed/evaluated or terminated as necessary	• Action plan is **not** directly developed from, or aligned with, the results or is missing • Actions do **not** lead to improvements in the unit, administrative processes, or unit support of college mission, or modification of administrative unit goals or assessment strategies • Actions are **not** shared • Actions are **not** reviewed/evaluated or terminated as necessary	•

APPEMDIX I: How to Write Student Learning Outcomes

From: Kansas state University Office of Assessment (http://www.k-state.edu/assessment/slo/action.htm)

Action Verb List – Suggested Verbs to Use in Each Level of Thinking Skills

Below are terms (verbs) that can be used when creating student learning outcomes for a course or degree program.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyze	Categorize	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Labels	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extend	Discover	Differentiate	Explain	Grade
Outlines	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organize	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarize	Prepare	Separate	Prescribe	Test
Repeat		Produce	Subdivide	Propose	
Reproduces		Show	Utilize	Rearrange	
Selects		Solve		Reconstruct	
State		Subtract		Related	
Write		Translate		Reorganize	
		Use		Revise	
				Rewrite	
				Summarize	
				Transform	
				Specify	

Source/Reference: These steps were derived from information collected at various conferences by Dr. Cia Verschelden, the original source is unknown. This information was original posted on the Office of Assessment web site (www.k-state.edu/assessment) in the summer of 2003.