

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: _____ Social Work BSW _____ **Contact Name and Email** _____ Robert Guell and Dianna Cooper-Bolinskey _____

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

a. What learning outcomes did you assess this year? If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.	b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
C1: Identify as a professional social worker & conduct oneself accordingly. PB 1: Advocate for client access to social work	1. SOWK 499 Final Field Eval field instructor 2. SOWK 490 GIM paper 3. SOWK 491 Macro project	80 80 80	89.3 95.6 93	Relevant Course instructor and BSW Director; Email in May discussion in August.
C1: Identify as a professional social worker & conduct oneself accordingly. PB 2: Practice personal reflection and self correction	1. SOWK 499 Final Field Eval field instructor 2. SOWK 499 Field Journal 3. SOWK 494 Professional Development paper	80 80 80	87.8 94.1 89.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C1: Identify as a professional social worker & conduct oneself accordingly. PB 3: Attend to professional roles and boundaries	1. SOWK 499 Field evaluation field instructor 2. SOWK 499 Field Journal	80 80	89.4 98.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C1: Identify as a professional social worker & conduct oneself accordingly. PB 4: Demonstrate professional demeanor	1. SOWK 499 Field evaluation field instructor 2. SOWK 490 Planning SIM 3. SOWK 490 Group SIM 4. SOWK 490 Interprofessional SIM	80 80 80 80	91.3 96.8 95.3 92.8	Relevant Course instructor and BSW Director; Email in May discussion in August.
C1: Identify as a professional social worker & conduct oneself accordingly. PB 5: Engage in career long learning	1. SOWK 499 Final Field Evaluation field instructor 2. SOWK 494 Professional Development Paper	80 80	90.1 91.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C1: Identify as a professional social worker & conduct oneself accordingly. PB 6: Use supervision and consultation	1. SOWK 499 Final Field Evaluation field instructor 2. SOWK 499 Processing Recording	80 80	91.4 99.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2.: Apply social work ethical principals to guide professional practice. PB 7: Recognize and manage personal values	1. SOWK 499 Ethics Case Presentation 2. SOWK 494 In class comprehensive exam 3. SOWK 499 Final field evaluation field instructor	80 80 80	91.8 91.1 89.9	Relevant Course instructor and BSW Director; Email in May discussion in August.

C2.:Apply social work ethical principals to guide professional practice. PB 8: Make ethical decisions by applying standards	1. SOWK 499 Ethics Case Presentation 2. SOWK 494 Ethics paper 3. SOWK 499 Final field evaluation field instructor	80 80 80	90.6 89.3 86.6	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2.:Apply social work ethical principals to guide professional practice. PB 9: Tolerate ambiguity in resolving ethical conflicts	1. SOWK 499 Final Field Evaluation field instructor 2. SOWK 499 Ethics case presentation 3. SOWK494 Ethics Paper	80 80 80	87.6 89.3 89.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2.:Apply social work ethical principals to guide professional practice. PB 10: Apply strategies of ethical reasoning	1. SOWK 491 Grant proposal 2. SOWK 499 Final field evaluation field instructor 3. SOWK 494 Ethics paper	80 80 80	91.9 89.3 90.4	Relevant Course instructor and BSW Director; Email in May discussion in August.
C3.:Apply critical thinking to inform and communicate professional judgements.. PB 11: Distinguish, appraise, and integrate multiple sources of knowledge	1. SOWK 491 Grant Proposal 2. SOWK 499 Final field evaluation field instructor	80 80	91.9 88.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C3.:Apply critical thinking to inform and communicate professional judgements.. PB 12: Analyze models of assessment, prevention, intervention, and evaluation	1. SOWK 494 Research Paper 2. SOWK 499 Final field evaluation field instructor	80 80	85.4 83.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C3.:Apply critical thinking to inform and communicate professional judgements.. PB 13: Demonstrate effective oral and written communication	1. SOWK 491 Grant proposal 2. SOWK 491 Grant proposal presentation 3. SOWK 499 Final field evaluation field instructor	80 80 80	91.9 92.9 90.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C4.:Engage diversity and difference in practice.. PB 14: Recognize a culture's values, structures & beliefs	1. SOWK 499 Final Field Evaluation field instructor 2. SOWK 498 Diversity presentation	80 80	89.4 91.4	Relevant Course instructor and BSW Director; Email in May discussion in August.
C4.:Engage diversity and difference in practice.. PB 15: Gain self awareness to eliminate the influence of personal biases and values	1. SOWK 490 GIM paper 2. SOWK 499 Final field evaluation field instructor	80 80	89.4 85.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C4.:Engage diversity and difference in practice.. PB 16: Recognize and communicate the importance of difference	1. SOWK 498 Diversity Presentation 2. SOWK 499 Final field evaluation field instructor	80 80	93.9 89.4	Relevant Course instructor and BSW Director; Email in May discussion in August.
C4.:Engage diversity and difference in practice.. PB 17: View self as learner and engage those with whom they work as informants	1. SOWK 499 Final field evaluation field instructor 2. SOWK 499 Ethics Case Presentation	80 80	89.9 94.3	Relevant Course instructor and BSW Director; Email in May discussion in August.

C5.:Advance human rights and social and economic justice.. PB 18: Understand the forms and mechanisms of oppression and discrimination	1. SOWK 498 Diversity Presentation 2. SOWK 499 Final field evaluation field instructor	80 80	85.4 88.6	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5.:Advance human rights and social and economic justice.. PB 19: Advocate for human rights and social and economic justice	1. SOWK 491 Macro project 2. SOWK 499 Final field evaluation field instructor	80 80	93 87.6	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5.:Advance human rights and social and economic justice.. PB 20: Engage in practices that advance social and economic justice	1. SOWK 491 Macro project 2. SOWK 499 Final field evaluation field instructor	80 80	93 85.4	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6.:Engage in research informed practice and practice informed research.. PB 21: Use practice experience to inform scientific inquiry	1. SOWK 494 Inclass comprehensive exam 2. SOWK 499 Final field evaluation field instructor	75 75	92.4 87.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6.:Engage in research informed practice and practice informed research.. PB 22: Use research evidence to inform practice	1. SOWK 491 Grant proposal 2. SOWK 490 GIM paper 3. SOWK 494 In class comprehensive exam 4. SOWK 499 Final Field evaluation field instructor	75 75 75 75	91.9 74.6 92.5 86.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7.:Apply human behavior and the social environment.. PB 23: Utilize conceptual frameworks	1. SOWK 499 Process recording 2. SOWK 494 Theory paper 3. SOWK 499 Final field evaluation field instructor	75 75 75	84.5 87.8 89.8	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7.:Apply human behavior and the social environment.. PB 24: Critique and apply knowledge	1. SOWK 494 Theory paper 2. SOWK 499 Final field evaluation field instructor	75 75	84 90.4	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8.:Engage in policy practice to advance social and economic well being and to deliver effective social work practices. PB 25: Analyze, formulate, and advocate for policies	1. SOWK 491 Macro project 2. SOWK 494 Policy paper 3. SOWK 499 Final field evaluation field instructor	75 75 75	93 87.9 86.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8.:Engage in policy practice to advance social and economic well being and to deliver effective social work practices. PB 26: Collaborate for effective policy action	1. SOWK 491 Macro project 2. SOWK 499 Final field evaluation field instructor 3. SOWK 491 Grant proposal	75 75 75	93 88.4 91.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9.:Respond to contexts that shape practice.. PB 27: Continuously discover, appraise, and attend	1. SOWK 491 Macro project 2. SOWK 491 Grant proposal 3. SOWK 499 Final field evaluation field instructor	75 75 75	93 91.9 87.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9.:Respond to contexts that shape practice.. PB 28: Provide Leadership	1. SOWK 491 Macro project 2. SOWK 491 Grant proposal 3. SOWK 499 Final field evaluation field instructor	75 75 75	93 91.9 86.6	Relevant Course instructor and BSW Director; Email in May discussion in August.

C10A:Engagement. PB 29: Substantively and effectively prepare for action	1. SOWK 498 Case staffing 2. SOWK 499 Final field evaluation field instructor 3. SOWK 494 in class comprehensive	80 80 80	90.8 89.5 95.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. PB 30: Use empathy and other interpersonal skills	1. SOWK 490 Planning SIM & Group SIM 2. SOWK 490 GIM paper 3. SOWK 499 Final field evaluation field instructor 4. SOWK 499 Process recording	80 80 80 80	93.3 95.3 90 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. PB 31: Develop mutually agreed upon focus of work & desired outcomes	1. SOWK 490 Planning SIM & Group SIM 2. SOWK 490 GIM paper 3. SOWK 499 Process recording 4. SOWK 499 Field journal 5. SOWK 498 Case staffing 6. SOWK 499 Final field evaluation field instructor	80 80 80 80 80 80	94.5 95 100 94.3 92.3 89.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. PB 32: Collect, organize, and interpret client data	1. SOWK 490 Planning SIM 2. SOWK 490 GIM paper 3. SOWK 499 Final field evaluation field instructor	80 80 80	91.6 90.6 89.6	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. PB 33: Assess client strengths and limitations	1. SOWK490 Planning SIM & Group SIM 2. SOWK 490 GIM paper 3. SOWK 498 Case staffing 4. SOWK 499 Final field evaluation field instructor	80 80 80 80	91 95.9 94 88.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. PB 34: Develop mutually agreed upon intervention goals and objectives	1. SOWK 490 Interprofessional SIM 2. SOWK 490 GIM paper 3. SOWK 491 Grant proposal 4. SOWK 498 Case staffing 5. SOWK 499 Final field evaluation field instructor	80 80 80 80 80	87.6 94.8 91.9 92.3 88.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. PB 35: Select appropriate intervention strategies	1. SOWK 490 Interprofessional SIM & Group SIM 2. SOWK 490 GIM paper 3. SOWK 498 Case staffing 4. SOWK 499 Final field evaluation field instructor 5. SOWK 491 Macro project	80 80 80 80 80	89.5 91.1 91.5 85.8 93	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C:Intervention. PB 36: Initiate actions to achieve organizational goals	1. SOWK 491 Macro project 2. SOWK 491 Grant proposal 3. SOWK 499 Final field evaluation field instructor	75 75 75	93 91.9 84.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C:Intervention. PB 37: Implement prevention interventions that enhance client capacities	1. SOWK 490 Interprofessional SIM 2. SOWK 490 GIM paper 3. SOWK 499 Final field evaluation field instructor	75 75 75	87.5 94.5 88.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C:Intervention. PB 38: Help clients resolve problems	1. SOWK 490 Interprofessional SIM & Group SIM 2. SOWK 490 GIM paper 3. SOWK 499 Final field evaluation field instructor 4. SOWK 498 Case staffing	75 75 75 75	92.2 95.6 87.8 92.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C:Intervention. PB 39: Negotiate, mediate, and advocate for clients	1. SOWK 499 Final Field Evaluation field instructor 2. SOWK 491 Grant proposal	75 75	89 91.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C:Intervention. PB 40: Facilitate transitions and endings	1. SOWK 490 Group SIM 2. SOWK 490 GIM paper 3. SOWK 499 Final field evaluation field instructor	75 75 75	91 93.1 87.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10D:Evaluation. PB 41: Critically analyze, monitor, and evaluate interventions	1. SOWK 491 Macro project report 2. SOWK 491 Grant proposal 3. SOWK 490 Interprofessional SIM 4. SOWK 490 GIM paper 5. SOWK 498 Case staffing 6. SOWK 499 Final field evaluation field instructor	75 75 75 75 75 75	93 91.9 85 89.9 88.8 86.6	Relevant Course instructor and BSW Director; Email in May discussion in August.

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

Specific items within 2015-16 Assessment

1. One *Actual Mean* score from an assignment did not meet the benchmark:

PB22	In SOWK 490	From GIM Paper	74.6 actual mean score (Goal 75)
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In the 2014-15 Assessment Report, this item produced an *Actual Mean* score of 87.3 and 84.6% of the *Students Meeting the Benchmark* goal. There is no identifiable reason for this item falling below the goal benchmark. Given that the *actual mean* score is marginally below the goal, it will be monitored before making any changes to the assignment.

ACTION: Faculty will continue to monitor this item to determine if adjustments are needed.

2. Three assignments failed to meet the goal for *Percentage of Students Meeting the Benchmark* :

PB22	In SOWK 490	From GIM Paper	68% of Students met the Benchmark (Goal 80)
PB23	In SOWK 499	From Process Record	77% of Students met the Benchmark (Goal 80)
PB36	In SOWK 499	From Field Evaluation	77% of Students met the Benchmark (Goal 80)

PB 22 was discussed in Item #1.

In the 2014-15 Assessment Report, PB23, specifically the 499 Process Recording assignment, also produced a low *Percentage of Students Meeting the Benchmark* (77%). For two years this item has produced results below the benchmark. Given the consistency of this assignment producing a low *Percentage of Students Meeting the Benchmark* measure, it will be removed from the assessment plan until it can be more thoroughly evaluated. Removing this assignment does not impact the ability to achieve the necessary evaluation of PB23; there remains two other measures of this PB. The faculty member teaching 499 will assess the syllabus, assignment directions, and grading rubric to evaluate any additional concerns with the assignment.

ACTION: Remove the 499 Process Recording assignment from assessment of PB23. Assess the assignment as noted.

The assignment in PB36 that produced a low *Percentage of Students Meeting the Benchmark* (77%) was the Field Evaluation. Since this is the first time that a low mean score has occurred in PB36, it will be monitored for now.

ACTION: Monitor the field mean scores for PB36.

3. Four measures were removed in the 2015-16 Assessment Plan:

PB 11 was not collected from the 494 theory paper assignment. In 2014-15 Assessment Report, this measure produced low scores for both the *Actual Mean* (78.9) and the *Percentage of Students Meeting the Benchmark* (64.3). It was discussed among the faculty who decided to remove it because there had not been adequate time to assess the assignment before the term began. There were still two measures collected from other assignments and the *Actual Mean* scores and *Percentage of Students Meeting the Benchmark* were met. Results from 2015-16 assessment of PB11 are comparable to those of 2014-15.

PB11	Actual Mean Score	% of Students Meeting the Benchmark
2014-15	89.3	85.6
2015-16	90.1	93.5

PB19: Based on 14-15 assessment collection and report, the third measure from SOWK390 Social Policy Analysis Paper is removed. This leaves two measures being assessed for this PB in 15-16. By removing PB19 and PB20 from SOWK 390 then one less course is involved in assessment measures and there are still adequate measures for assessment.

PB20: Based on 14-15 assessment collection and report, the third measure from SOWK390 Legislative Analysis Paper is removed. This leaves two measures being assessed for this PB in 15-16. By removing PB19 and PB20 from SOWK 390 then one less course is involved in assessment measures and there are still adequate measures for assessment.

PB23: Based on 14-15 assessment collection and report, the measure from SOWK382 Macro Practice Topics Paper is removed. This leaves three measures being assessed for this PB in 15-16. By removing PB23 then one less course is involved in assessment measures and there are still adequate measures for assessment.

4. At the conclusion of the 2015-16 data collection cycle, some faculty expressed concern with the accuracy and usefulness of the assessment data because of the excessive amounts of data being collected, the complexity of the procedures, and the timeliness of the measures being collected when final grades are being reported.

It is timely that the Council on Social Work Education's (CSWE) 2015 Educational Policies and Standards (EPAS) allow for much more flexibility in assessment. The new assessment guidelines can be met with a total of 27 measures for generalist practice. Our current assessment model includes 122 measures. CSWE requires the new guidelines to be utilized by the 2017-18 academic year; our program benefits by implementation sooner rather than later. As such, a new assessment model is presented for the 2016-17 academic year. The plan does not include any new measures, it is simply modified slightly to meet the new guidelines while still utilizing the same assignments in the same classes and dropping many measures.

ACTION: Implement the 2016-17 Assessment Model that includes 27 assessment measures (see Chart 2).

2016-17 Assessment Model

CSWE Educational Policies (Competencies)		
2016-17 BSW Competencies and Measures		
Competency 1: Demonstrate Ethical and Professional Behavior		
Core Behaviors		Collected from
C1CB1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to the context (C2PB8)	499 Field Evaluation
C1CB2	Use supervision and consultation to guide professional judgment and behavior (C1PB6)	499 Field Evaluation
C1CBO	Values assessment in SOWK 494 In Class Exam (Ethics question)	494 In Class Exam
Competency 2: Engage Diversity and Difference in Practice		
Core Behaviors		Collected from
C1CB3	Present themselves as learners and engage clients and constituencies as experts of their own experiences (C4PB17)	499 Field Evaluation
C1CB4	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (C4PB15)	499 Field Evaluation
C2CBO	Knowledge assessment in SOWK 498 Diversity Presentation	498 Diversity Presentation
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
Core Behaviors		Collected from
C3CB5	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (C5PB19)	499 Field Evaluation
C3CB6	Engage in practices that advance social, economic, and environmental justice (C5PB20)	499 Field Evaluation
C3CBO	Skills assessment in SOWK 491 Grant Proposal Project	491 Grant Proposal

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		
Core Behaviors		Collected from
C4CB7	Use practice experience and theory to inform scientific inquiry and research (C6PB21)	499 Field Evaluation
C4CB8	Use and translate research evidence to inform and improve practice, policy, and service delivery (C6PB22)	499 Field Evaluation
C4CBO	Critical Thinking assessment in SOWK 490 GIM Paper	490 GIM Paper
Competency 5: Engage in Policy Practice		
Core Behaviors		Collected from
C5CB9	Assess how social welfare and economic policies impact the delivery of and access to social services (C8PB26 collaborate for effective policy action)	499 Field Evaluation
C5CB10	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (C8PB25)	499 Field Evaluation
C5CBO	Knowledge assessment in SOWK 494 Policy Paper	494 Policy Paper
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Core Behaviors		Collected from
C6CB11	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (C7PB 23 and 24 combined)	499 Field Evaluation
C6CB12	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (C10aPB30)	499 Field Evaluation
C6CBO	Critical Thinking assessment in SOWK 490 Group SIM Self, Peer, and Instructor Evaluation	490 Group SIM
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Core Behaviors		Collected from
C7CB13	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (C10bPB32)	499 Field Evaluation
C7CB14	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (C10bPB35)	499 Field Evaluation
C7CBO	Exercise of Judgement assessment in SOWK 498 Case Staffing Presentation	498 Case Staffing
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Core Behaviors		Collected from
C8CB15	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (C7PB 23 and 24 combined)	499 Field Evaluation
C8CB16	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (C10cPB39)	499 Field Evaluation
C8CBO	Affective Reactions assessment in the SOWK 499 Process Recording Assignment	499 Process Recording
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Core Behaviors		Collected from
C9CB17	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the	499 Field Evaluation

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS in Social Work Date: 8.9.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that and span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input checked="" type="checkbox"/> Two or more outcomes were

<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.</p>	<p>assessed in this cycle.</p> <p><input checked="" type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do.</p>
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				<input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected. <input type="checkbox"/> Some data are being analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important

	plans.	<input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.	<input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.	<input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary		

COMMENTS

Strengths, Concerns, Recommendations for Improvement

I don't know how you manage such a complex plan—but you do it well! Thanks!

1. Learning Outcomes

The forty-one outcomes listed in this report are specific in measurable. I won't quibble about those that use vague verbs like "understand" and "recognize," since I am sure your accreditor is responsible for them.

2. Measures & Performance Goals

The program used twenty discrete assignments/instruments (a total of over one hundred) to measure student achievement—and I am so pleased that you'll be able to reduce this number next year. Many are not clear to a layperson like me: What's a GIM paper or a macro project? Please provide more detail in next year's report as evidence that the measures are appropriate to the outcomes; you also can include links to the actual rubrics used to assess them. In addition, be sure Part One specifies that performance expectations are that 80% of students will earn scores of at least 80%. (Did I get that right?) Last, keep in mind that you will need to develop an indirect measure as well.

3. Results

Students met established standards for all but one of the measures. Please provide the N's (i.e., the number of students who participated in the assessment). I also would like to know more about what the results tell you about student learning. See #4.

4. Engagement & Improvement

In next year's report, identify the faculty collecting and analyzing the results so that I can gauge the extent of participation. In Part Two, you do an excellent job of discussing this year's results in the context of historical ones. But I would like to see more specifics: What do students know/what can they do well and less well? What are your biggest challenges in ensuring they are well prepared? How have you addressed these challenges? Is there evidence that learning continuously improves? Also, the program appears to address weak-ish performance by eliminating the measures that produce it. I recognize that this makes sense when so many other measures are available, but when do you decide to retain a measure and focus on improving performance instead?