

Office of Planning and Assessment
Academic Assessment Report for Closure of FY19-20 and Rollover for FY20-21

Overview of Assessment Report and Process

The Office of Planning and Assessment (P&A) in the Office of Institutional Effectiveness (OIE) annually reviews assessment plans in two areas: academic and administrative. P&A has reviewed the assessment plans for the 2019-2020 Assessment Cycle.

This report focuses on the review of the academic assessment plans for completion and quality of content. For completion, all plans should have submitted the following components: Program Outcomes, Student Learning Outcomes, 2019-2020 Methods, Results, and Use of Results. For quality of content, components are scored as Very Good (3), Acceptable (2), and Needs Improvement (1). See rubrics in Appendix A.

The submission deadline for completing the 2019-2020 assessment plan with results and use of results was October 31, 2020, and all sections were locked on November 1, 2020. During the review process, some sections were revised for clarity and consistency by the OIE reviewer. If the information was not clear or the section was incomplete, the reviewer returned the item to the user for revision and re-submission. All completed plans were reviewed, scored, and released.

Summary:

Number of Academic Assessment Plans: 102
Number of Components: 498
Number of Submitted Components: 491 (98.6%)
Number of Assessment Plans Not Submitted: 4 (3.9%)

Table 1. Summary of Assessment Review

Division	Components						
	Total Plans	Total Components	Submitted and Reviewed	Completed	Needs Revision	Submitted Late	Avg. Score
BUS	22	108	108	108	0	0	3.00
COE	17	82	82	82	0	0	3.00
CSE	26	129	127	127	2	5	2.83
HSH	37	179	177	177	2	2	2.94
TOTAL	102	498	494	494	4	7	2.93

All assigned users of plans needing revision were provided details of needed revisions and given a two-week deadline to complete and re-submit the section(s) for approval.

**Part 1: Assessment Report for FY19-20 Results/Use of Results in Academic Plans
(Fall 19, Spring 20, Summer 20 – Previous Academic Year)**

Summary and Status of Academic Assessment Review

Academic Division

College of Business

- Total: 22 plans, 108 components
- Submitted and Reviewed: 108 components
- Completed: 108 components
- Needs Revision: 0 components
- Submitted Late: 0 components
- Status: 100% completed
- Overall Quality of Assessment Plans: 3.00

College of Education

- Total: 17 plans, 82 components
- Submitted and Reviewed: 82 components
- Completed: 82 components
- Needs Revision: 0 components
- Submitted Late: 0 components
- Status: 100% completed
- Overall Quality of Assessment Plans: 3.00

College of Human Sciences and Humanities

- Total: 37 plans, 179 components
- Submitted and Reviewed: 177 components
- Completed: 177 components
- Needs Revision: 2 components (Criminology MA)
- Submitted Late: 2 components (HSH Business)
- Status: 98.9% completed
- Overall Quality of Assessment Plans: 2.94

College of Science and Engineering

- Total: 26 plans, 129 components
- Submitted and Reviewed: 127 components
- Completed: 127 components
- Needs Revision: 2 components (Physics MS)
- Submitted Late: 5 components (Occupational Safety and Health-Industrial Hygiene BS, Occupational Safety and Health-Safety BS, Physics MS)
- Status: 98.5% completed
- Overall Quality of Assessment Plans: 2.83

Workshops 2019-2020

During the university annual assessment period (from May through October), the Office of Planning and Assessment provided virtual training for faculty.

Sessions	# Attending	
One-on-One Training	20	90-120 minute one-on-one training for faculty (academic plans); provided instructions on assessment and creating and completing an assessment plan.
May 1, 2020 through October 31, 2020	20	
Total	20	

COVID-19 changed the way assessment training was conducted in the 2020 cycle. In person trainings and workshops were scheduled throughout the academic year but had to be canceled due to the pandemic. In 2021, the Assessment Coordinators will revise the workshop and training schedule to better meet the needs and preferences of the faculty and staff. The number of AMS workshops will be reduced so that Coordinators can spend more time on one-on-one training and offer additional one-on-one workshops in October. The trainings and workshops will be virtual until COVID-19 restrictions end.

Part 2. Assessment Report for FY20-21 Methods in Academic Plans (Fall 20, Spring 21, Summer 21 – Current Academic Year)

Summary and Status of Academic Assessment Review

Academic Division

College of Business – 22 Methods sections

- 22 rolled over

College of Education – 17 Methods sections

- 17 rolled over

College of Human Sciences and Humanities – 37 Methods sections

- 37 rolled over

College of Science and Engineering – 26 Methods sections

- 26 rolled over

Colleges were instructed to review the Methods that were rolled over, make revisions if needed, and submit for review.

Appendix A. Rubrics

Assessment Plan Review Rubric: Program Outcomes

Needs Improvement [1]	Acceptable [2]	Very Good [3]
Program Outcomes are specific statements that focus on operational objectives.		
Describes a process rather than an outcome Unclear how Program Outcome will be observed or measured Number of outcomes are not sufficient nor representative of program or unit Few or none are mapped to University Goal(s)	Some are appropriate but language may be vague or need revision Some are observable or measurable Number of outcomes may be sufficient and representative of program or unit Some are mapped to appropriate University Goal(s)	All or most are clearly stated focusing on academic program or administrative unit development All or most are observable and measurable Number of outcomes are sufficient and representative of program or unit All are mapped to appropriate University Goal(s)
Assessment Methods identify a variety of assessment methods. Direct measures include tangible, self-explanatory evidence of what is to be assessed; indirect measures include surveys, interviews, or discussions that provide evidence that is less clear and convincing.		
Few or no measures are identified or are adequately described Few or no direct measures are used Few or no assessment instruments are described or attached Assessment instruments need improvement	Some outcomes have multiple measures Multiple measures are both direct and indirect Some assessment instruments are clearly described and attached Some assessment instruments reflect good methodology	All or most outcomes have multiple measures Multiple measures are both direct and indirect All or most assessment instruments are clearly described and attached Assessment instruments reflect good methodology
Criteria for Success uses specific, identifiable, or measurable target performance.		
No or few benchmarks or targets for achievement are identified Targets are not clearly defined; language is vague and subjective	Some target levels of achievement are identified Some targets may seem arbitrary	Target level of achievement is identified for each measure Measures are specific and measurable
Assessment Results provide specific, quantifiable data. Indicate specific numbers and type of what is being assessed when possible.		
Incomplete findings Findings do not prove whether targets were met, partially met, or not met Number and types are not defined	Addresses the achievement targets. Complete and organized Evaluated with appropriate statistical models Number or types are defined	Concise and well organized Provides solid evidence that targets were met, partially met, or not met Number and types are clearly defined
Use of Results includes a narrative that reflects analysis of results and faculty/stakeholder discussion of results as they relate to program outcomes; identifies strategies for continuous improvement.		
Too general, not specific Relates only indirectly to the outcome and the results of the outcome	Reflects, with sufficient depth, on what was learned during the assessment cycle Relates directly or indirectly to the outcome and the results of the assessment	Reflects on program outcomes Exhibits good understanding of finding implications to the program or administrative unit Identifies key areas that need to be monitored, remediated, or enhanced
Status Report documents implementation of continued action or improvements. Describes specific actions (planned or taken) to improve. Explains reasons for delay or inaction.		
Incomplete or no action plan	Offers "next steps"	Defines a logical "next step" for the program in response to the findings Indicates actions to be taken: dates, responsible parties, resources

Rev. 3 DEC 2016

Assessment Plan Review Rubric: Student Learning Outcomes

Needs Improvement [1]	Acceptable [2]	Very Good [3]
Student Learning Outcomes (SLOs) are specific statements that focus on the knowledge, skills, and/or attitudes/dispositions that students should gain or improve their engagement in the academic program or learning experience.		
Describes a process rather than an outcome Inappropriate for level of mastery Unclear how SLO will be observed or measured Number of outcomes are not sufficient nor representative of program Few or none are mapped to University Learning Outcome(s)	Some are appropriate but language may be vague or need revision Some correspond to level of mastery expected Some are observable or measurable Number of outcomes may be sufficient and representative of program Some are mapped to appropriate University Learning Outcome(s)	All or most are clearly stated focusing on knowledge, skills, and attitudes or dispositions All or most correspond to level of mastery expected (BS/BA, MS/MA, EdD) All or most are observable and measurable Number of outcomes are sufficient and representative of program All are mapped to appropriate University Learning Outcome(s)
Assessment Methods identify a variety of assessment methods. Direct measures include tangible, self-explanatory evidence of what students are to learn; indirect measures include surveys, interviews, or discussions with students that provide evidence that is less clear and convincing.		
Few or no measures are identified or are adequately described Few or no direct measures are used Few or no assessment instruments are described or attached Assessment instruments need improvement	Some outcomes have multiple measures Multiple measures are both direct and indirect Some assessment instruments are clearly described and attached Some assessment instruments reflect good methodology	All or most outcomes have multiple measures Multiple measures are both direct and indirect All or most assessment instruments are clearly described and attached. Assessment instruments reflect good methodology
Criteria for Success uses specific, identifiable, or measurable target performance.		
No or few benchmarks or targets for student learning are identified Targets are not clearly defined; language is vague and subjective	Some target levels of achievement are identified Some targets may seem arbitrary	Target level of achievement is identified for each measure Measures are specific and measurable
Assessment Results provide specific, quantifiable data. Indicate number of students/papers assessed. Indicate types of students of students (sampling/only majors/all students).		
Incomplete findings Findings do not prove whether targets were met, partially met, or not met Number and types of students are not defined	Addresses the achievement targets Complete and organized Evaluated with appropriate statistical models Number or types of students are defined	Concise and well organized Provides solid evidence that targets were met, partially met, or not met Number and types of students are clearly defined
Use of Results includes a narrative that reflects analysis of results and faculty/stakeholder discussion of results as they relate to student learning outcomes; identifies strategies for continuous improvement.		
Too general, not specific Relates only indirectly to the outcome and the results of the outcome	Reflects, with sufficient depth, on what was learned during the assessment cycle Relates directly or indirectly to the outcome and the results of the assessment	Reflects on student learning outcomes Exhibits good understanding of finding implications to the academic program Identifies key areas that need to be monitored, remediated, or enhanced
Status Report documents implementation of continued action or improvements. Describes specific actions (planned or taken) to improve. Explains reasons for delay or inaction.		
Incomplete or no action plan	Offers "next steps"	Defines a logical "next step" for the program in response to the findings Indicates actions to be taken: dates, responsible parties, resources

Rev. 3 DEC 2016