Program: **Biology Education**

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations
  - (Praxis II Content & Pedagogy, CAAP Science, Tek.Xam)
- Course Embedded assessment
  - Projects with rubrics
  - Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys (Graduate, Employer, Student Exit)
- Course Grades (All upper division & SCTC 303)
- Other

An effective systematic approach
- Beginning of a systematic approach
- No systematic approach is evident

The approach is fully deployed
- The approach is well deployed
- The approach is deployed
- The approach is in the early stages of deployment
- Little or no deployment

All results reported
- A few performance results reported
- No performance results reported

Fact-based improvements
- General improvement orientations are evident
- The beginning of improvements
- An improvement orientation is not evident

Issue Items:
1. Program Goals: Well defined (though mission is not well articulated)
2. Measurable Student Learning Outcomes and/or Criteria: Well defined
3. Data: Accurate but limited due to very low enrollment
4. Sharing of Data and Analysis by Faculty: Appears to be done well
5. Program Improvements Based upon Assessment Activities: Not clear
Program: **Biology for Information Systems**

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations (MFAT, CAAP Science Reasoning, DSU Tech Exam)
- Course Embedded assessment
  - Projects with rubrics
  - Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys (Graduate, Employer, Student Exit)
- Course Grades (SCTC 303)
- Other____________________

An effective systematic approach

Beginning of a systematic approach

No systematic approach is evident

The approach is fully deployed

The approach is well deployed

The approach is deployed

The approach is in the early stages of deployment

Little or no deployment

All results reported

A few performance results reported

No performance results reported

Fact-based improvements

General improvement orientations are evident

The beginning of improvements

An improvement orientation is not evident

Issue Items:

1. Program Goals: Well defined
2. Measurable Student Learning Outcomes and/or Criteria: Yes
3. Data: Available, correlated
4. Sharing of Data and Analysis by Faculty: Appears to be in place
5. Program Improvements Based upon Assessment Activities: Yes
Program: Computer Game Design (BS) (New Major)

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations
- Course Embedded assessment (standardized essay)
  - Projects with rubrics (portfolio)
- Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys
- Course Grades
- Other____________________

An effective systematic approach
- Beginning of a systematic approach
- No systematic approach is evident

The approach is fully deployed
- The approach is well deployed
- The approach is deployed
- The approach is in the early stages of deployment
- Little or no deployment

All results reported
- A few performance results reported
- No performance results reported

Fact-based improvements
- General improvement orientations are evident
- The beginning of improvements
- An improvement orientation is not evident

Issue Items:
1. Program Goals:
2. Measurable Student Learning Outcomes and/or Criteria:
3. Data:
4. Sharing of Data and Analysis by Faculty:
5. Program Improvements Based upon Assessment Activities:

Question on standardized essay exam.
Program: **Digital Arts and Design**

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations
- Course Embedded assessment (Projects with rubrics)
- Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys (Graduates, Employers)
- Course Grades (DAD 498)
- Other (Portfolios Assessed? Rubric?)

An effective systematic approach
- Beginning of a systematic approach
- No systematic approach is evident

The approach is fully deployed
- The approach is well deployed
- The approach is deployed
- The approach is in the early stages of deployment
- Little or no deployment

All results reported
- A few performance results reported
- No performance results reported

Fact-based improvements
- General improvement orientations are evident
- The beginning of improvements
- An improvement orientation is not evident

Issue Items:

1. Program Goals: Ambiguously defined
2. Measurable Student Learning Outcomes and/or Criteria: Few are measurable
3. Data: Gathered, available, mostly indirect and open to subjectivity
4. Sharing of Data and Analysis by Faculty: Limited
5. Program Improvements Based upon Assessment Activities: Difficult to Correlate.
Program: English Education

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations (Praxis)
- Course Embedded assessment Projects with rubrics (lesson plans, work samples)
- Exam questions targeted to objectives
- Other: Evaluations of student teaching

Program has indirect measures of student learning outcomes:
- Surveys (Graduate, graduate interview)
- Course Grades
- Other: (Overall GPA, tech exam, lesson plans & work sample overall score)

An effective systematic approach
Beginning of a systematic approach
No systematic approach is evident

The approach is fully deployed
The approach is well deployed
The approach is deployed
The approach is in the early stages of deployment
Little or no deployment

All results reported
A few performance results reported
No performance results reported

Fact-based improvements
General improvement orientations are evident
The beginning of improvements
An improvement orientation is not evident

Issue Items:
1. Program Goals:
2. Measurable Student Learning Outcomes and/or Criteria: some measurements (overall GPA, tech exam) not sufficiently related to the outcomes; seems to use an overall score on lesson plans and work samples, rather than an item directly linked to the outcome.
3. Data:
4. Sharing of Data and Analysis by Faculty:
5. Program Improvements Based upon Assessment Activities: none evident, even though changes were made to the Engl Ed curriculum, the changes did not seem related to the program assessment process
Assessment Program Review Sheet

Program: English for New Media

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations
- Course Embedded assessment
  - Projects with rubrics
  - Exam questions targeted to objectives
    (Exit Assessment)

Program has indirect measures of student learning outcomes:
- Surveys
  (Employer Survey)
- Course Grades
- Other: (GRE)

An effective systematic approach
Beginning of a systematic approach
No systematic approach is evident

The approach is fully deployed
The approach is well deployed
The approach is deployed
The approach is in the early stages of deployment
Little or no deployment

All results reported
A few performance results reported
No performance results reported

Fact-based improvements
General improvement orientations are evident
The beginning of improvements
An improvement orientation is not evident

Issue Items:

1. Program Goals:
2. Measurable Student Learning Outcomes and/or Criteria: No criteria established
3. Data: No data
4. Sharing of Data and Analysis by Faculty: None indicated
5. Program Improvements Based upon Assessment Activities: Not evident
Program: General Studies AA

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations
- Course Embedded assessment
  - Projects with rubrics
  - Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys (Graduate Surveys)
- Course Grades
- Other: (CAAP Exam, Tech Exam-locally developed)

An effective systematic approach
- Beginning of a systematic approach
- No systematic approach is evident

The approach is fully deployed
- The approach is well deployed
- The approach is deployed
- The approach is in the early stages of deployment
- Little or no deployment

All results reported
- A few performance results reported
- No performance results reported

Fact-based improvements
- General improvement orientations are evident
- The beginning of improvements
  - (changes identified but not implemented)
- An improvement orientation is not evident

Issue Items:

1. Program Goals: Plan needs to be updated to implement the changes in the assessment measures.
2. Measurable Student Learning Outcomes and/or Criteria: CAAP exam in Writing is an indirect measure of writing, and is norm referenced instead of criterion referenced.
3. Data:
4. Sharing of Data and Analysis by Faculty:
5. Program Improvements Based upon Assessment Activities: None – only suggestions are changes to the assessments
Program: General Studies BS **NO PLAN**

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations
- Course Embedded assessment
  - Projects with rubrics
  - Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys
- Course Grades
- Other____________________

An effective systematic approach
Beginning of a systematic approach
No systematic approach is evident

The approach is fully deployed
The approach is well deployed
The approach is deployed
The approach is in the early stages of deployment
Little or no deployment

All results reported
A few performance results reported
No performance results reported

Fact-based improvements
General improvement orientations are evident
The beginning of improvements
An improvement orientation is not evident

Issue Items:

1. Program Goals:
2. Measurable Student Learning Outcomes and/or Criteria:
3. Data:
4. Sharing of Data and Analysis by Faculty:
5. Program Improvements Based upon Assessment Activities:
Program: Math Education

Program has direct measures of student learning outcomes:
- Pre & Post Tests (PPST) x
- National examinations x
- (Praxis II Content & Pedagogy, Tek.Xam)
- Course Embedded assessment
  - Projects with rubrics
  - Exam questions targeted to objectives x
- COE Portfolio

Program has indirect measures of student learning outcomes:
- Surveys (Exit, Graduate, Alumni, Employer) x
- Course Grades (All COE coursework) x
- Other

An effective systematic approach x
Beginning of a systematic approach
No systematic approach is evident

The approach is fully deployed x
The approach is well deployed
The approach is deployed
The approach is in the early stages of deployment
Little or no deployment

All results reported x
A few performance results reported
No performance results reported

Fact-based improvements x
General improvement orientations are evident
The beginning of improvements
An improvement orientation is not evident

Issue Items:
1. Program Goals: Well defined
2. Measurable Student Learning Outcomes and/or Criteria: Well defined
3. Data: Gathered, compiled, correlated.
4. Sharing of Data and Analysis by Faculty: Apparently
5. Program Improvements Based upon Assessment Activities: Yes
Program: **Math for Information Systems**

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations (CAAP Math, MFAT)
- Course Embedded assessment Projects with rubrics
- Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys (Graduate, Employer)
- Course Grades (All upper division, Min GPA overall)
- Other____________________

An effective systematic approach
- Beginning of a systematic approach
- No systematic approach is evident

The approach is fully deployed
- The approach is well deployed
- The approach is deployed
- The approach is in the early stages of deployment
- Little or no deployment

All results reported
- A few performance results reported
- No performance results reported

Fact-based improvements
- General improvement orientations are evident
- The beginning of improvements
- An improvement orientation is not evident

Issue Items:
1. Program Goals: Well defined
2. Measurable Student Learning Outcomes and/or Criteria: Well defined
3. Data: Gathered, compiled, correlated
4. Sharing of Data and Analysis by Faculty: Apparently
5. Program Improvements Based upon Assessment Activities: Yes
Program: Professional & Technical Communication **NO PLAN**

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations
- Course Embedded assessment
  - Projects with rubrics
  - Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
- Surveys
- Course Grades
- Other

An effective systematic approach
- Beginning of a systematic approach
- No systematic approach is evident

The approach is fully deployed
- The approach is well deployed
- The approach is deployed
- The approach is in the early stages of deployment
- Little or no deployment

All results reported
- A few performance results reported
- No performance results reported

Fact-based improvements
- General improvement orientations are evident
- The beginning of improvements
- An improvement orientation is not evident

Issue Items:

1. Program Goals:
2. Measurable Student Learning Outcomes and/or Criteria:
3. Data:
4. Sharing of Data and Analysis by Faculty:
5. Program Improvements Based upon Assessment Activities:
Program: Respiratory Care

Program has direct measures of student learning outcomes:
Pre & Post Tests
National examinations  (4 credentialing exams) ☒
Course Embedded assessment
Projects with rubrics
Exam questions targeted to objectives

Program has indirect measures of student learning outcomes:
Surveys: Graduate ☒
Course Grades
Other: (enrollment #s and retention, job placement) ☒

An effective systematic approach ☒
Beginning of a systematic approach
No systematic approach is evident

The approach is fully deployed ☒
The approach is well deployed
The approach is deployed
The approach is in the early stages of deployment
Little or no deployment

All results reported ☒
A few performance results reported
No performance results reported

Fact-based improvements
General improvement orientations are evident ☒
The beginning of improvements
An improvement orientation is not evident

Issue Items:

1. Program Goals:
2. Measurable Student Learning Outcomes and/or Criteria:
3. Data:
4. Sharing of Data and Analysis by Faculty:
5. Program Improvements Based upon Assessment Activities: