Program: Elementary Education

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations (Praxis / CAAP)
- Course Embedded assessment
  - Projects with rubrics
- Exam questions targeted to objectives
  - Outcome based on ACEI Standards (Assoc. for Childhood Education International)

Program has indirect measures of student learning outcomes:
- Surveys (Employer, Student)
- Course Grades (Cumulative GPA)
- Other: (faculty observations, teacher work sample – performance based)

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:
Assessment Program Review Sheet

Program: Exercise Science

Program has direct measures of student learning outcomes:
- Pre & Post Tests (Exit Exams) ☒
- 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 (Progressive cumulative improvement, internship evaluation) ☒

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:

Note:
1. Look to align exit exam with existing standards for associations in exercise science.
2. Review standard of performance for exit exam – attempt to elevate?
Assessment Program Review Sheet

Date: Dec. 2013

Program: MS Educational Technology

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

Program has indirect measures of student learning outcomes:
- Surveys (Graduate Survey and Employer Survey)
- Course Grades
- Other____________________

An effective systematic approach
Beginning of a systematic approach (as of plan dated 2006)
No systematic approach is evident

The approach is fully deployed (deployed and responsive to feedback)
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:

Notes:
Programmatic changes have resulted (course development)
Program: Physical Education

Program has direct measures of student learning outcomes:
- Pre & Post Tests
- National examinations (Praxis / CAAP)
- Course Embedded assessment
  - Projects with rubrics
- Exam questions targeted to objectives (Aligned to AAH PERD/NASPE Standards)

Program has indirect measures of student learning outcomes:
- Surveys (Student, Employer, Graduate)
- Course Grades (Cumulative GPA)
- Other: (teacher assessment forms)

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: