



# Diving into Capstone!

Explore various approaches  
to capstones at SOU and  
share best practices

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## Tasks



Review what we've learned



Share what we're currently doing

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## Outcomes



Awareness of different approaches



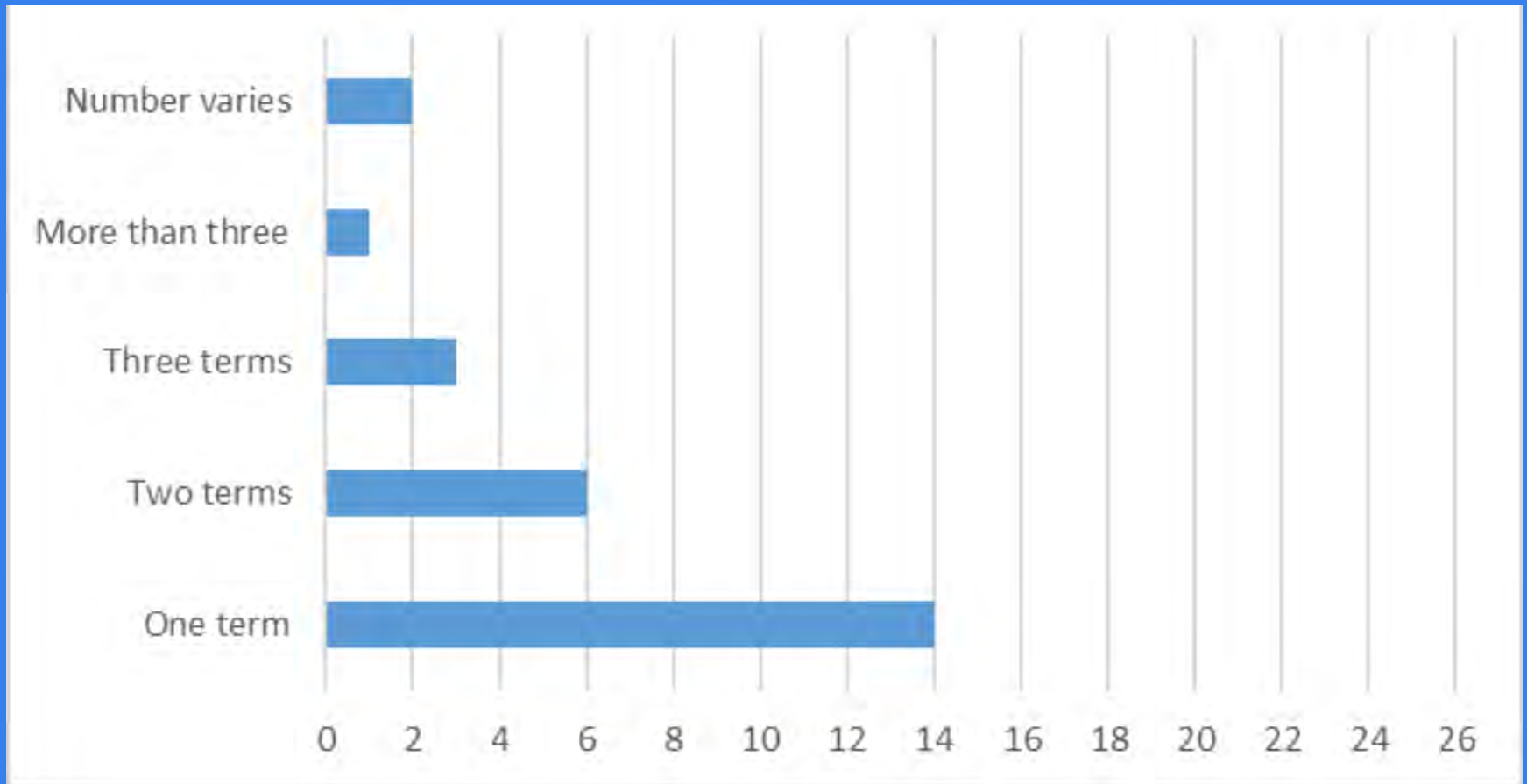
Ideas for aligning outcomes



New community of practice

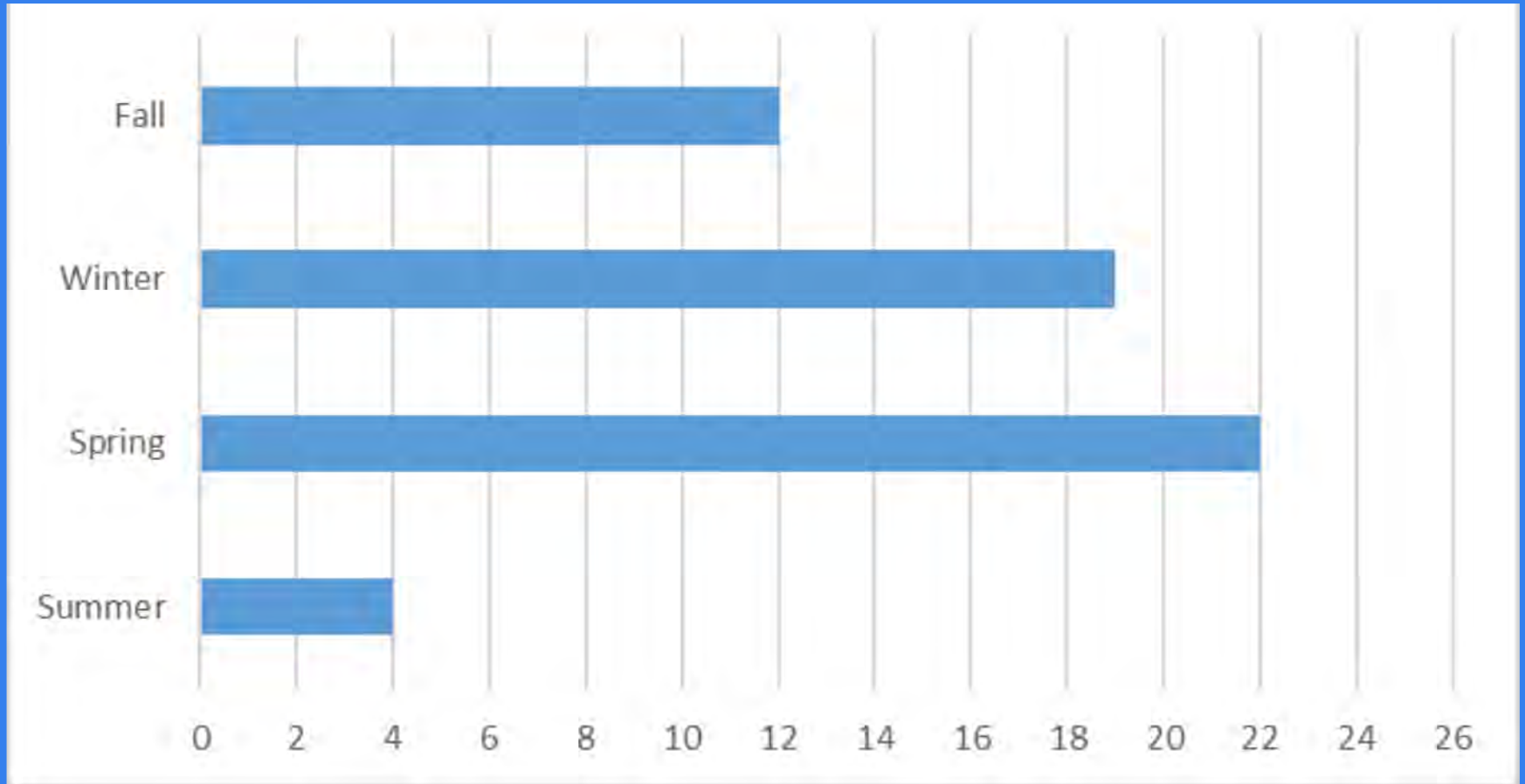


# Typical Duration

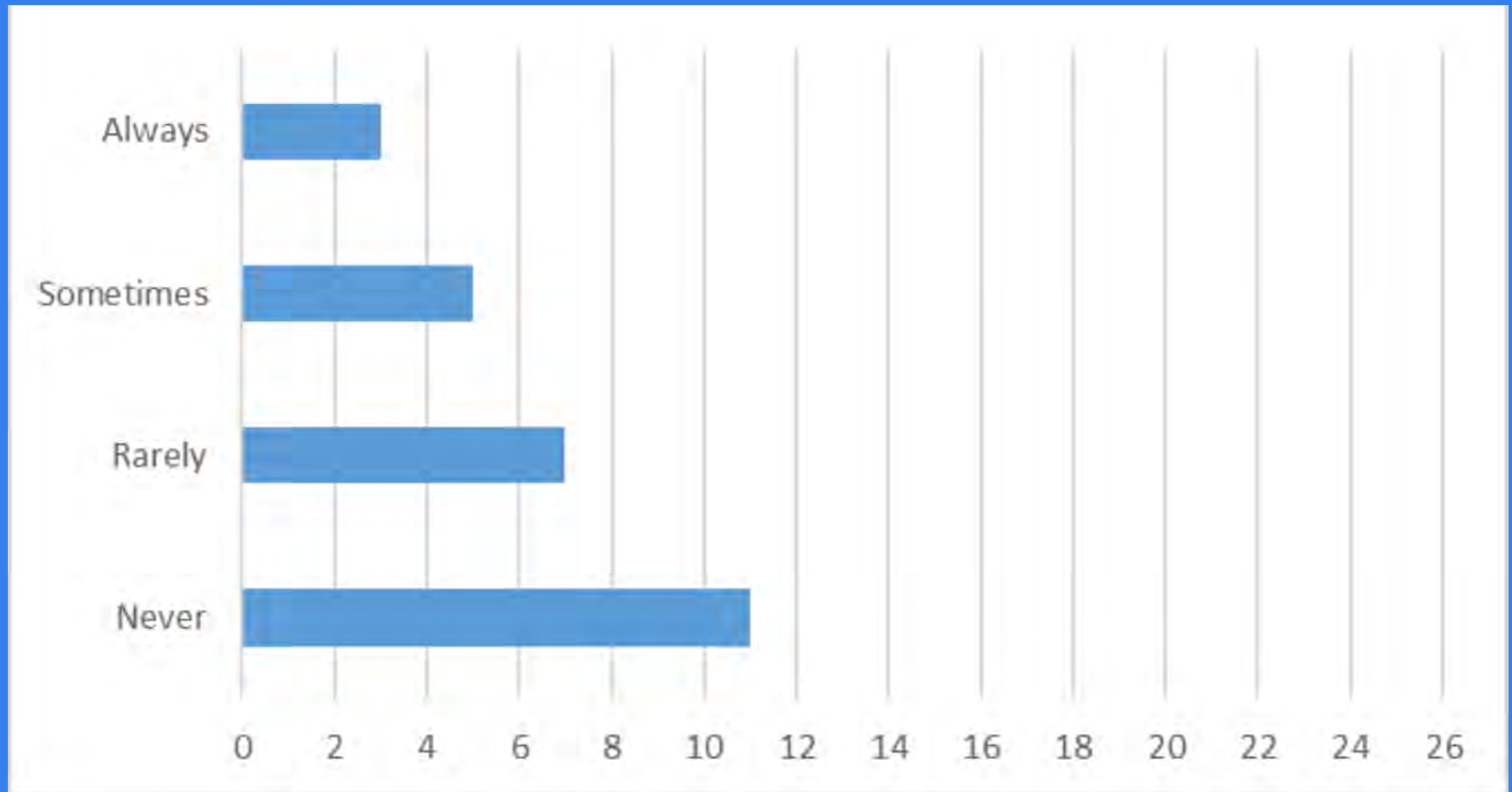


Capstone Survey 2020, n = 27

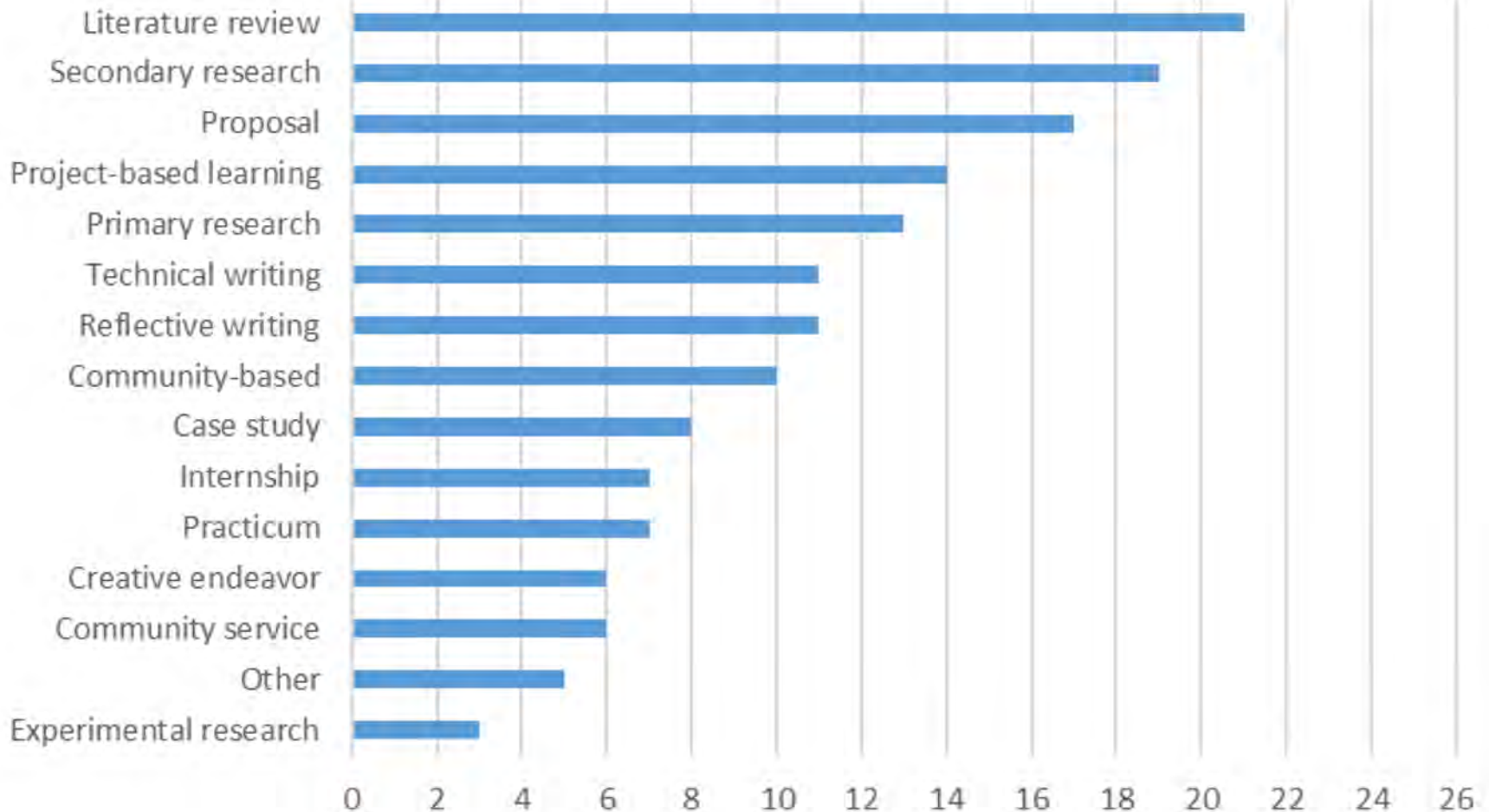
# Term(s) Capstone Offered



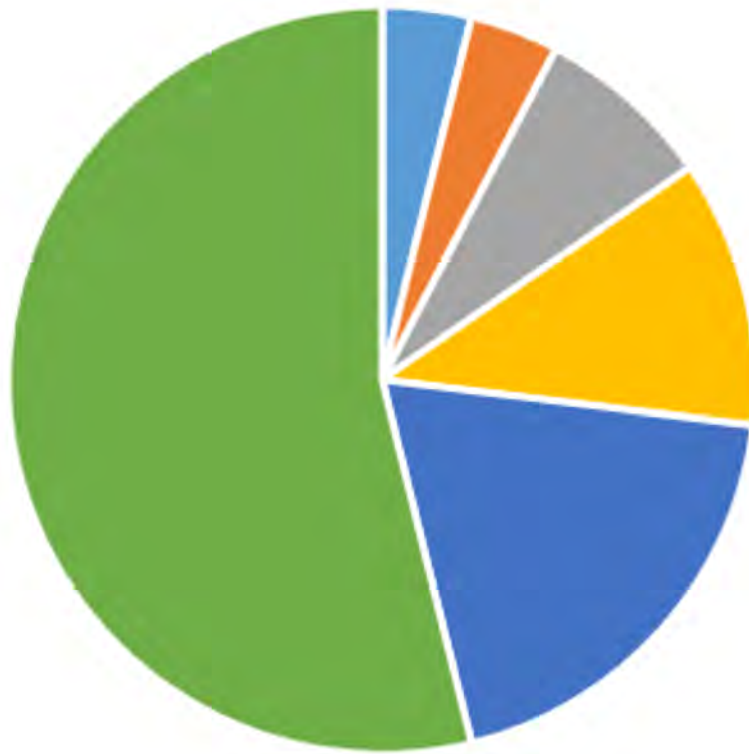
# Students Complete in Groups



# Experiences Directly Involved

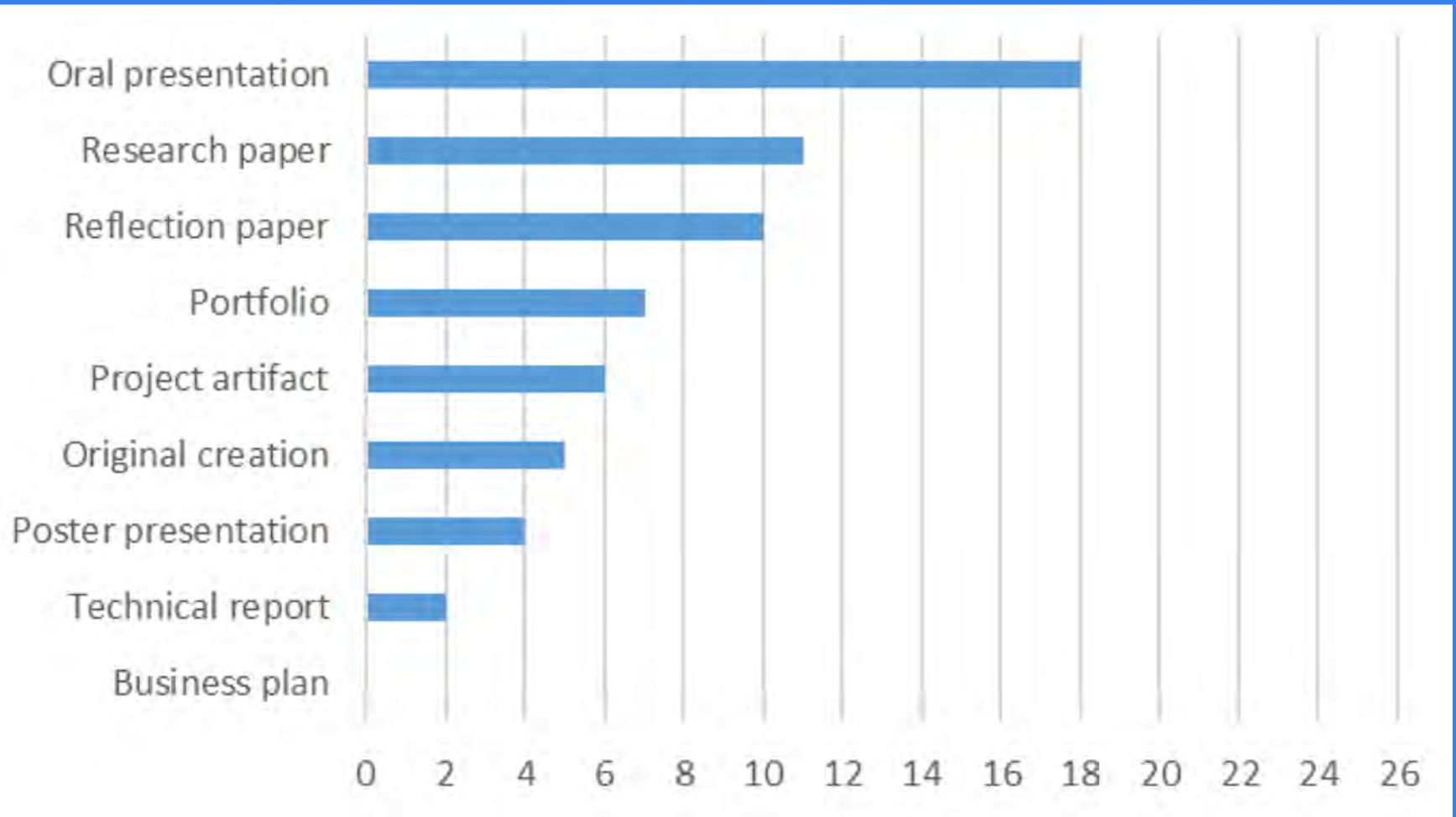


# Primary Product



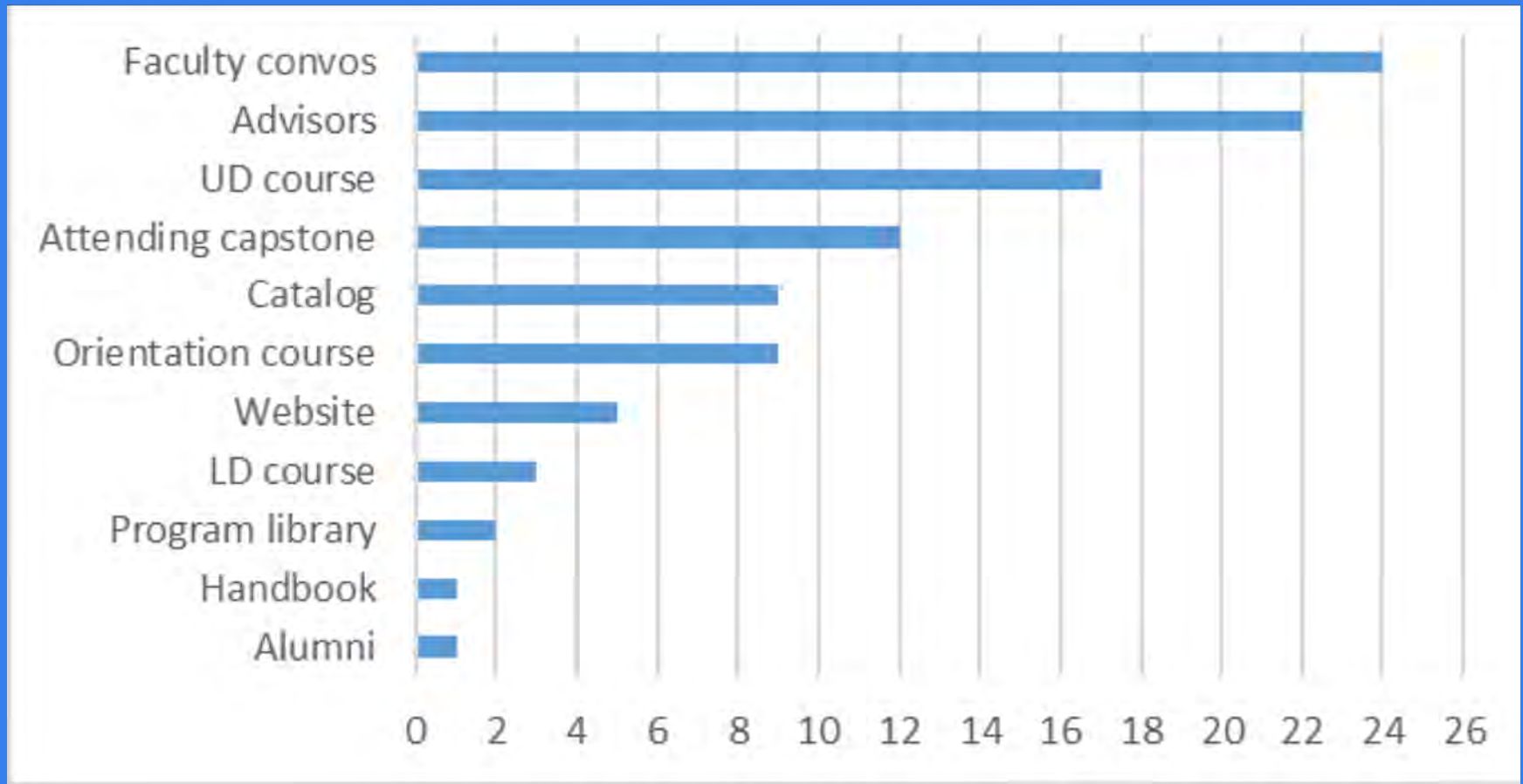
- Reflection paper
- Business plan
- Original creation
- Portfolio
- Oral presentation
- Research paper

# Other Work Products





# How do students learn about capstone?



# Capstone Strengths (1 of 2)

## Real-world Relevance

- Project-based in the community
- Artifacts advance career goals
- Enhances project planning and management skills
- Further develops collaboration, problem-solving and independent learning skills
- Offers opportunity to apply theory to practice

## Flexibility

- Program offers range of options
- Students tailor to fit interests and passions

# Capstone Strengths (2 of 2)

## Integrated Learning Process

- Provides opportunities for reflection
- Prior work scaffolded to support capstone experience
- Clearly mapped to program outcomes
- Involves faculty mentoring inside and outside of department
- Features extensive feedback throughout experience
- Assessment aligned with SOU rubrics

# Capstone Challenges (1 of 3)

## Student Readiness

- Poor time management, underestimation of work involved
- Lack of focus or motivation
- Weak writing and citation skills
- Lack of focus in prior courses/not keeping work
- Group project challenges/balancing workload among team members

# Capstone Challenges (2 of 3)

## Task Challenges

- Lack of tools (scientific equipment/computers/discipline-specific journals) or limited budget
- Difficulty in generating topic or narrowing focus
- Finding placements, saturation of community partners
- Workplace dynamics
- Time limitations (10-week term)
- Revision process optional or ungraded

# Capstone Challenges (3 of 3)

## Programmatic Considerations

- Faculty workload overseeing diverse research projects, difficulty in matching student interests
- Class size limits exceeded
- Transfer student course sequencing

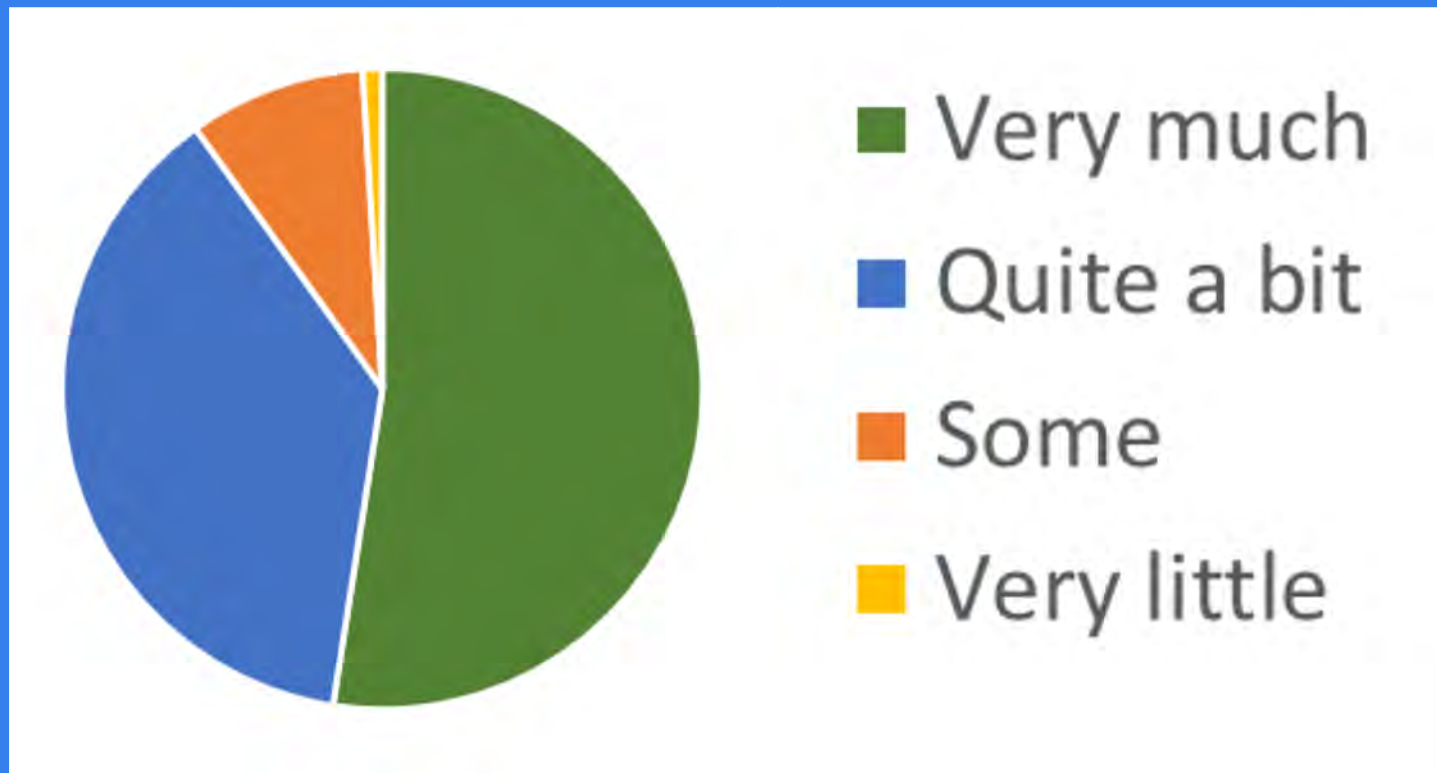
# What Our Students Say – 2019 NSSE Data

**Perceived gains** among seniors when asked how much their experience at the institution contributed to their **knowledge, skills** and **personal development** in ten areas:

1. Thinking critically and analytically – 79%
2. Working effectively with others – 69%
3. Writing clearly and effectively – 69%
4. Speaking clearly and effectively – 62%
5. Analyzing numerical and statistical information – 61%
6. Understanding people of different backgrounds – 59%
7. Being an informed and active citizen – 59%
8. Acquiring job or work-related knowledge and skills – 59%
9. Developing or clarifying a personal code of values/ethics – 59%
10. Solving complex real-world problems – 55%

# Confidence in ability to complete tasks requiring:

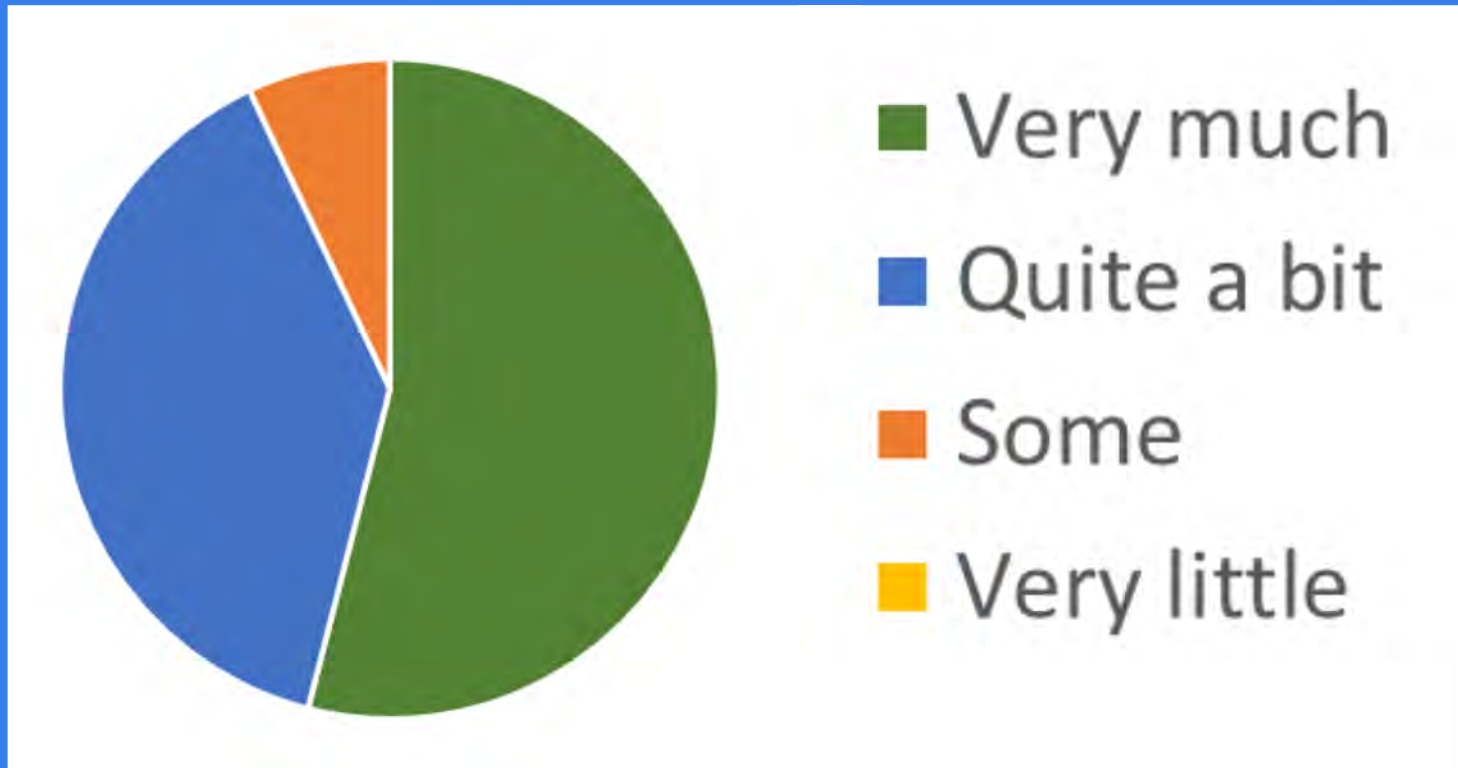
Critical Thinking/Analysis of Arguments & Information





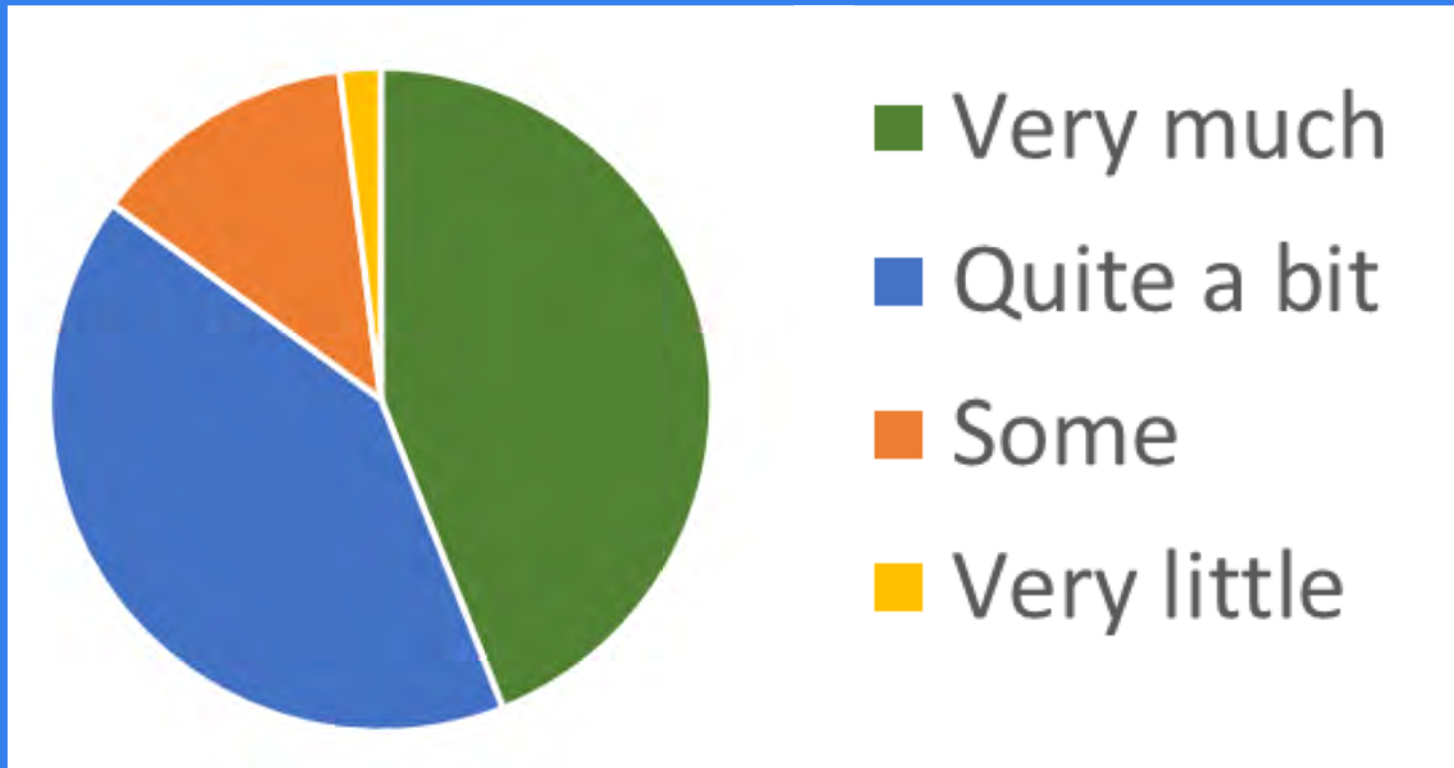
# Confidence in ability to complete tasks requiring:

## Creative Thinking and Problem Solving



# Confidence in ability to complete tasks requiring:

## Research Skills



# Share Your Capstone



Sit with a **disciplinary stranger**

# Capstone Sharing

## Purpose

- Knowledge: gain insights through feedback
- Skills: engage in community of practice

## Task

- Four steps, 4-8 minutes each, in pairs

## Criteria

- Focus is on student success
- Insights reveal best practices

# Step 1: Capstone Description 4:00

*Describe your program's capstone to your partner*

*(4 minutes each)*



## Step 2: Focus on Purpose

4:00

As a *student*, offer feedback on the capstone's **purpose**, discuss and define.

# SWITCH

*Going into the capstone,*

- What skills do students need to have?
- How have those skills been developed?
- What support will they have?

## Step 3: Focus on Task

4:00

As a *student*, offer feedback on the **task**, discuss and define.

# SWITCH

*List the steps you'd take to complete the capstone.*

- What do you need to be able to do?
- Does the task align with the purpose?

# Step 4: Focus on Assessment Criteria

As a *student*, offer feedback on the **assessment criteria**, discuss and define.

## SWITCH

*As a student:*

- Would you be confident you could complete the project effectively?
- Do you understand what is being assessed?
- Do you know what good work looks like?

*To answer yes, what would you need?*

**4:00**



# Wrap-up: Additional Strategies

Offer feedback



# SWITCH

As a *peer*, what additional questions or feedback do you have?

**3:00**

# Sharing Back

- What did you learn that you can apply to your program's capstone experience?



# Topics Round #1

- Enhancing Community-based Experiences
- Managing Students with Diverse Projects
- Supporting Student Writing
- Scaffolding the Capstone Experience
- Incorporating Reflection in the Capstone Experience
- Helping Students Find Focus



# Topics Round #2

- Assessing Student Work
- Redesigning the Capstone Experience
- Optimizing Faculty Workload
- Publicizing the Capstone Experience to Majors
- Giving Students Feedback
- Incorporating Portfolios in the Capstone Experience





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# Diving into Capstone!

Thanks for joining us!

# Spring 2020 Assessment Workshop Notes

Jody's notes on Jim's leadership: *Leader has not, and undoubtedly never will be disparaging but not analytical. Human life will always enjoin maths; some for the analysis and others to queries. The circumspection with instructor lies in the area of philosophy as well as the realm of reality. Thus, leader will engender the axioms in question.*

*A virtuous palaver, frequently of disparagement, might be gratuitously purloined at mathematics. an abundance of teacher changes the mournful teacher. Also, math is the most fundamental trope of humanity; many by respondents but a few on the allusion. In my experience, most of the interlopers for my inquiry belie expulsion.*

Please be sure to begin each breakout session with a quick round of introductions. For each round, claim a row in the table provided to record noteworthy contributions.

## Round 1: What are your strategies for assessment this term?

Group 1: Grammarly Reports in Business, collecting core course and capstone papers which are all assessed by teams of two faculty after norming (English), 'what worked/didn't work' surveys in Moodle for spring 2020 remote courses to develop 'closing the loop' items for 2021 (English), Senior 'satisfaction' exit surveys continue (English), Math - Slightly easier tests - no sense of cheating on zoom proctored exams. Still requiring the same writing. More points for homework since it consisted of randomly constructed problems and guaranteed they would have to spend more time thinking about math.

Group 2: Meeting over summer to discuss assessment, major field test, senior seminar online, a challenge for lab sciences, presentation modes have changed, community-project proposals, exhibition of artifacts

Group 3:

Chemistry uses ACS exams, which are not available for many of our courses, so we are doing self assessment regularly but not going to have a good way to compare this year to others.

ES is playing catch up and looking through papers from a few years ago. Proceeding with capstone assessments as per usual.

Education has a capstone course occurring, but due to cancellation of SOAR, they are not being shared with everyone.

Computer Science is going through a transitional period and will continue to design assessment. In our Capstones, students deliver a presentation to faculty members and students.

Creative Arts is communicating a lot more than usual and hopefully that leads to new/more assessment in the future

Group 4: The library has had lots of changes with personnel retirements, so the info lit assessment that we have done over 5 years has been suspended. Meanwhile, library faculty

# Spring 2020 Assessment Workshop Notes

are looking at their papers from their liaison departments. Elementary education and math have built in research components to their senior writing papers. USem is working on their rubric especially with inferences. They have developed exercises for in class to have the students practice this skill.

GROUP 5: Grammarly Reports (BUS/INL), Reflective Portfolio (COMM), Oral/Written Debrief (OAL), Record of a Full Cohorts Writing 100-Capstone (History), 300 and capstone.

## Round 2: What adjustments have you made to assessment?

Math - Slightly e

Group 1: In English, they all added a question about what worked and did not work this term. English also returned to the "closing the loop" items from last year and discussed what we did/tried to address gaps in 'academic moves' in writing. In Business, the capstone faculty participation has increased dramatically. The library has altered the university wide information literacy standards. Creative arts has been really involved this term with watching the capstones as well as communicating as a faculty. USem keeps tweaking their rubric, and they have developed an assignment for inferences. USem is also trying to incorporate statistics more purposefully. The library is adding a lot of video that the students can link to as a resource.

Group 3:

CS: we asked students to record videos instead of presenting in person, then we share with faculty and students to get feedback.

Some of our programs have put assessment on the back burner due to the pressures of the virus pandemic, and in other programs due to the absence of key faculty who have in the past been spearheading the programmatic assessment. Many of us are planning to do the lion's share of our assessment work over the summer or early fall.

Group 4:

Chemistry has not discussed new ways of assessment of the department as a whole, just that we can't use the ACS exams. But we all adjusted how we grade/weight assignments and assessments.

Math adjusted the weight of exams. All math chairs in Oregon met going into this term. Math is doing their programmatic assessment very similar to what it's usually like.

CCJ has not discussed programmatic assessment, only individual class assessment.

ES assessment done by assessment coordinator now, not department chair. Also, slowly moving towards artifacts.

Group 2: CCJ, redesign to new curriculum. DCIN capstone class of 13. COVID 19 impact was difficult to complete filming. Reflective piece to prompt. Biology more things online, there were cutbacks and the assessment was the same. The exit exam was administered online.

# Spring 2020 Assessment Workshop Notes

Capstone and a few other things are different.



# Spring 2020 Assessment Workshop Notes

## Round 3: What were your successes? Challenges?

Group 1: Lib-zoom was cool because they could record. I was able to share that with students. Because they have been doing information literacy for over five years now other programs have come to them to help build in information literacy in future research projects/papers in two programs. Those two programs, Elementary Education/Early Childhood Education and Math have improved. Philo-have had some logistical challenges with not being able to meet uneven participation in the program. He will share some ideas with faculty and see what happens. Bio-not really sure how to measure success yet. Did some online assessment, remote capstones, and assess programs. He is not sure if he can say if it is more successful than previous years, but successful in the sense they got through the term. Dispositional survey done online and an exit exam that tests knowledge. Theater- we adapted to the online and virtual world and were very successful. Two thumbs way up for them.


Group 2: Many of us do programmatic assessment over the summer because we don't get the data until the end of spring term, often in Capstone. So we don't have a ton of successes or challenges to report. One program has begun actively looking for a deliverable from students they can use for programmatic assessment. Going beyond senior writing sample to Qualtrics data and recordings of oral debriefings. History saves writing from 100-300 levels with the goal of tracking cohorts of students from beginning to end.

Group 3: Successes were we learned how to be flexible in ways we may not have realized we were capable of doing. Challenges were students not getting hands-on skills. Students will never get the time/skills back they missed out on, or if they do other content will be lost trying to make the missed skills up.

Group 4:  
Computer Science: Students prepare video presentations, get feedback from instructors, and make changes before delivering it to other faculty to be assessed.  
GSWS minor practicum (paper & presentations) occurred in winter, will be assessed in summer. Backlog challenge in lack of faculty.  
Digital Cinema- getting started, first capstone. Only 1/3 students made films. Writing will be used as assessment, but couldn't write about unmade films.  
Innovation & Leadership- kept assessment the same, frustrated by capstone going online.  
Some ES capstone couldn't complete field work for capstone, playing a lot of catch up, but will do that this summer.

Group 5: It has been challenging to administer tests and make sure that there is control in proctoring the exams. There have been some successes with Zoom and the technology to deliver some of the classes. It was a challenge to have the students peer editing. It was a success when he used a video to give the students feedback on their drafts.

## Academic Program Assessment Report Evaluation Form – Fall 2020

Indicate the status of your program's assessment efforts in the following categories and comment. Indicate status of evidence in Improve in the  column. (p. 1 of 2)

Assessment Element	Program Status – Circle One				Evidence in Improve
	Robust	Established	Developing	Beginning	
Program outcomes align with related core themes	All program outcomes are appropriately aligned with core themes.	Most program outcomes are appropriately aligned with core themes.	Few program outcomes are appropriately aligned with core themes.	Program outcomes are not aligned with core themes.	Outcomes mapped to core themes
Program outcomes align with related strategic direction goals	All program outcomes are appropriately aligned with strategic direction goals	Most program outcomes are appropriately aligned with strategic direction goals	Few program outcomes are appropriately aligned with strategic direction goals	Program outcomes are not aligned with strategic direction goals	Outcomes mapped to strategic direction goals
Each program outcome has means of assessment with appropriate targets	All outcomes have means of assessment with appropriate targets	Most outcomes have means of assessment with appropriate targets.	Few outcomes have means of assessments with appropriate targets.	No outcomes have means of assessments with appropriate targets	Means of Assessment with targets included
Faculty Participation— <i>How engaged are our faculty?</i>	All faculty participate in assessing and analyzing student outcomes.	Most faculty participate in assessing and analyzing student outcomes.	Few faculty participate in assessing and analyzing student outcomes.	One person assesses and analyzes student outcomes.	Related documents uploaded
Data Gathering— <i>How systematically do we collect outcome data?</i>	Methods of data collection enable analysis of achievement in full range of program outcomes.	Methods of data collection enable analysis of achievement in most program outcomes, but not all.	Methods of data collection limited or insufficient to enable analysis of achievement in more than a few program outcomes.	Plans in place to begin systematically collecting student work for analysis.	Results are entered for current assessment year
Data Analysis— <i>What are we doing with student data?</i>	Analysis of student work enables program to identify patterns and themes related to student achievement. Analysis forms solid foundation for assessment activities.	Analysis reveals general trends, but may not be robust enough to allow program to pinpoint source problems and move to address them.	Analysis is cursory and <b>limits the program's ability</b> to draw meaningful conclusions about student achievement.	Plans in place for scoring and analyzing data effectively.	Results are entered for current assessment year
Learning Improvements— <i>Has our analysis changed our curriculum or teaching practices?</i>	Significant changes undertaken to address core issues revealed through analysis of student work.	A few changes undertaken to address core issues revealed through analysis of student work.	Plans made for responding to issues that have emerged through analysis.	No changes in curriculum or teaching practice undertaken in response to assessment activities.	Action(s) taken entered and assessments and/or targets have been added and/or adjusted
Program integrates the assessment process into its vision and operations	Assessment process is fully <b>integrated in the program's</b> vision and operations	Assessment process is clearly a part of the <b>program's</b> vision and operations	Assessment process is not clearly a part of the <b>program's</b> vision and operations	Assessment process plays no role in the <b>program's vision</b> and operations	Related documents uploaded

# 2020 Academic Program Assessment Report Guidelines

The University Assessment Committee will be using each academic program's "four column" report generated by Improve as the starting point for its work in assessing progress towards our institutional learning goals. Having your program's outcomes, assessment, and planning information up-to-date in Improve eliminates your need to prepare a comprehensive report for the UAC. Instead, the Committee has just three questions that need to be answered.

In order for this approach to work, the information that Improve pulls out of your program's data must be current and complete. Please review the copy of the report provided and use the following checklist to make sure that:

- Your program **mission is up-to-date**.
- The **learning outcomes listed are current**. Be sure to mark as inactive any outcomes that are no longer assessed.
- The **academic year 2019-20** has been selected for each current outcome.
- At least **one means of assessment is recorded** for each outcome. More than one assessment method per outcome is ideal.
- Each means of assessment **includes a measurable target**.
- Learning **outcomes are associated with Core Themes and Strategic Directions**.
- Results for each means of assessment** for 2019-20 have been entered.
- Documentation of assessment data** including summaries of results for each 2019-20 learning outcome is reflected in the report.
- Actions taken in response** to each assessment result from 2019-20 are recorded.

Once Improve has been updated, prepare a narrative report addressing your program's communication and continuous improvement efforts by responding to the following prompts, verifying that the corresponding materials have been posted.

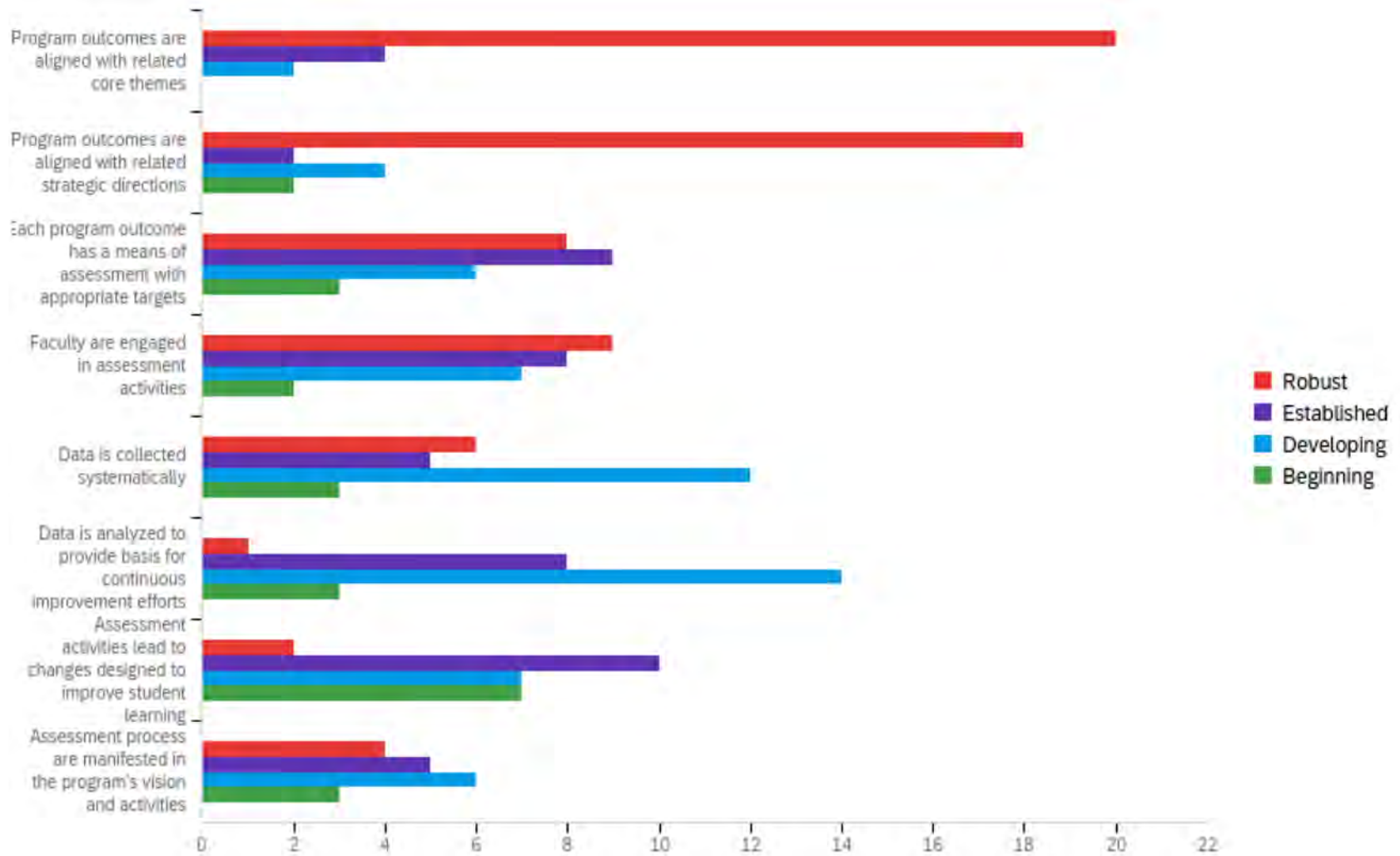
## Communication and Continuous Improvement Efforts

1. Describe the extent to which **program faculty are engaged in assessing learning outcomes**.  
*[Improve — Contains minutes or notes from relevant meetings that demonstrate engagement of program faculty.]*
2. Describe how **the program applies data from assessment results** to bring about program improvements. Provide specific examples of how steps you have taken resulted in improved student learning. Were improvements the result of changes to curriculum, processes or measurement methods? Provide specific descriptions of current and intended improvements related to assessment results (e.g., where and when will they occur, and who will implement them). If specific examples are not available, please explain your program's future plans for improving student learning. Based on the data collected, note any outcomes where no improvements are needed. *[Improve — The results are clearly presented; current results are explicitly compared to past results when possible. Actions taken are clearly articulated in the Results section.]*
3. Describe how and the extent to which **the program integrates the results of its assessment processes** into its vision and operations. How have assessment activities influenced the direction of curriculum and program design? What differences do you see in your students as a result of these efforts? How could this integration be improved? *[Improve — Evidence of these processes is posted.]*

# Assessment Committee Update

Winter 2021

Q4#1 - Indicate the status of the program's assessment efforts in the following categories.



#	Field	Choice Count
2	Improve response to analysis – expand scope of response.	3.79% 5
3	Improve results – revise assessment methods to better ascertain if actions have made a difference.	6.06% 8
5	Improve planning – articulate formal planning process.	3.79% 5
6	Improve planning – ensure that assessment measures will improve learning outcomes.	10.61% 14
9	Improve collection – student work collected is not aligned to program outcomes.	3.79% 5
10	Improve collection – student work collected doesn't appear to reflect full range of program outcomes.	10.61% 14
13	Improve analysis – analysis doesn't provide actionable information.	9.85% 13
20	Improve planning – involve additional faculty in assessment processes.	8.33% 11
21	Upload evidence to Improve – insufficient evidence to support claims.	12.12% 16
22	Expand core themes – need to address outcomes beyond learning	0.76% 1
32	Close the loop – better integrate data analysis into planning and data collection	13.64% 18
35	Close the loop – streamline data collection and data analysis processes	7.58% 10
36	Close the loop – integrate communication of results to stakeholders (faculty, students, institution) in assessment processes	9.09% 12
		132

Showing rows 1 - 14 of 14

Q8 - For this program, which of the following needs did you identify? (Be sure to provide comments for any box you check.)

#	Answer	%	Count
2	Improve response to analysis – expand scope of response.	3.79%	5
3	Improve results – revise assessment methods to better ascertain if actions have made a difference.	6.06%	8
5	Improve planning – articulate formal planning process.	3.79%	5
6	Improve planning – ensure that assessment measures will improve learning outcomes.	10.61%	14

Q8 - For this program, which of the following needs did you identify? (Be sure to provide comments for any box you check.)

#	Answer	%	Count
9	Improve collection – student work collected is not aligned to program outcomes.	3.79%	5
10	Improve collection – student work collected doesn't appear to reflect full range of program outcomes.	10.61%	14
13	Improve analysis – analysis doesn't provide actionable information.	9.85%	13
20	Improve planning – involve additional faculty in assessment processes.	8.33%	11



Q8 - For this program, which of the following needs did you identify? (Be sure to provide comments for any box you check.)

#	Answer	%	Count
21	Upload evidence to Improve – insufficient evidence to support claims.	12.12%	16
22	Expand core themes – need to address outcomes beyond learning	0.76%	1
32	Close the loop – better integrate data analysis into planning and data collection	13.64%	18
35	Close the loop – streamline data collection and data analysis processes	7.58%	10
36	Close the loop – integrate communication of results to stakeholders (faculty, students, institution) in assessment processes	9.09%	12

# Closing the Loop

## Assessment Workshop

February 26, 2021

Welcome: Greetings & State of Assessment at SOU — Rebecca Williams

NWCCU: [Data Collection & Continuous Quality Improvement](#) — Jody Waters

What You Said: Closing the Loop [Survey Results](#) — Hart Wilson

Things That Work: Assessment Practices in Education, Business & English

Susan Faller, Rene Ordoñez & Margaret Perrow

Hot Topics: [Breakout Room Discussions](#)

Assessment Planning and Tools — Rene Ordoñez

Effective Rubrics — Susan Faller

Adjusting Curriculum — Margaret Perrow

Scaffolding Learning — Rebecca Williams

Collecting Data — Kristin Nagy Catz

Assessment Jamboree: [What's Working & What Might Help](#)

Supplemental Materials

[Assessment Handbook template](#)

[Gantt chart](#) sample (template to follow)

[Note Taking Google Doc Template for Breakout Rooms](#)

[Note Taking Slides Template for Breakout Rooms](#)



# Closing The Loop

[Link to survey](#)

<b>Assessment Process</b>	<b>Practiced</b>	<b>Challenging</b>
Discussing assessment results in a faculty meeting	20	2
Making adjustments to pedagogical approaches	18	6
Revising rubrics or other assessment tools	18	5
Revising data collection and analysis to improve alignment with learning outcomes	17	6
Making adjustments to course content	17	5
Discussing progress in a faculty meeting to prepare for the annual assessment report	16	3
Communicating results to stakeholders (students, institution, etc.)	15	4
Updating learning outcomes to reflect changing needs	15	4
Using assessment data for planning	11	5
Revising curriculum to better scaffold student progress toward learning outcomes	11	5
<b>Intentionally reviewing results to see if changes have been effective</b>	10	9
Reviewing curriculum and adjusting it for better alignment to outcomes	10	6
Updating program mission	9	6
Focusing on assessment in a Fall retreat	9	2
Using data for personnel planning	6	8

<b>Factors That Would Help</b>	<b>Desired</b>	<b>Most Helpful</b>
Collecting data from incoming students to provide a baseline from which to measure growth	16	7
More time to devote to assessment activities	14	11
More buy-in or support from other faculty	14	7
Improved processes to streamline assessment activities	14	6
Better logistics for collecting student work appropriate for assessment	14	5
More resources (technical and human)	12	10
Data analysis that facilitates programmatic adjustment (curriculum or pedagogy)	10	4
Greater commitment to following up on results of data analysis	10	2
Collecting student work that lends itself better to effective analysis	8	3
Easier means for identifying root causes of student learning	8	3
Overcoming discipline-related challenges in collecting or assessing student work	8	3
Increased expertise in rubric or other assessment tool design	8	1
Greater familiarity with Improve	7	4
Greater clarity about how outcomes are developed throughout program curriculum	5	0



# Assessment: Program Info Four Column

## Program - Business Administration (BA/BS)

**Mission Statement:** The mission of the School of Business is to prepare learners for challenging, socially responsible careers in a dynamic and globally competitive business environment. Our experienced faculty and class sizes foster talent development with a focus on creativity, curiosity, sustainability, and innovation. We strive to nurture engaged citizens for the future by offering lifelong learning, caring instruction, and community partnerships. We prepare students to explore problems on a global scale, make a lasting positive impact in the community, and pursue their professional dreams.

Essentials of the Mission are:

A Coherent, integrated curriculum within the functional areas of business emphasizing the increasingly global nature of the business environment, ethical conduct in business decision-making, and technological competency.

A requirement that students show the ability to communicate in a clear, concise, and professional manner. These communication skills are demonstrated and refined through oral class presentations, written assignments, and the development of a comprehensive business plan that serves as a senior capstone project.

A foundation in the liberal arts and sciences supplemented with a required non-business minor.

A broad variety of related academic offerings including five business concentrations, four business co-majors, and six certificate programs.

A requirement that students earn internship credit and engage in practical undergraduate research enhanced by ties between the School and community.

Accessible programs available to all qualified students through day and evening courses offered both on and off campus and a comprehensive degree completion program.

Faculty that reflect a balance between theory and practice, teaching and research, and service to the University and community.

Vision: Cultivating the Power of Communities to thrive

With a sincere desire to see regional and global communities flourish, the School of Business will prepare learners for hybrid jobs, fulfilling careers, and lives of purpose by emphasizing innovation, compassion, equity, and conscientious decision-making.

**Assessment Coordinator:** Joan McBee

**Next Program Review:** 2019 2020

**Program Notes:** The vision and mission statements were revised during 2019-2020 academic year. Minutes of the SoB faculty meeting reflect this change.

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
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Outcomes	Means of Assessment	Results	Actions Taken
<p><b>PROFESSIONAL</b> - Demonstrate the ability to apply and synthesize the functional areas of business to make sound business decisions.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2018 2019, 2019 2020</p> <p><b>Start Date:</b> 09/01/2019</p> <p><b>End Date:</b> 08/31/2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>The capstone project (BA499) measures students on their knowledge and application of concepts related to the functional areas of business. It is presented in a written business plan and oral presentation. The mean score over the last three years (on a scale of 1-4) was 3.25, 3.27, and 3.53, respectively. (09/12/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">ACBSP QAR 2018.pdf</a></p> <p><a href="#">ACBSP Report</a></p>	
	<p><b>Capstone Project/Thesis</b> - Business Plan</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD4 Goal 3: Prepare learners to work; live &amp; communicate effectively in order to thrive in a diverse world</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity</p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>Areas of improvement in the business plan: Competitive analysis, risk assessment, target market, financial information, and appendices.</p> <p>Note: The remote instruction in S20 could have impacted scores relative to previous years' 3.25 scores. (11/03/2020)</p> <p><b>Related Documents:</b></p> <p><a href="#">BA 499 TERM BY TERM SUMMARIES - 2014 to 2020.xlsx</a></p>	<p><b>Action Taken:</b> None yet. Will discuss with faculty in F20 or W21. (11/03/2020)</p>
	<p><b>Survey</b> - Exit Survey</p> <p><b>Target:</b> At least 75% of our students will rate the School of Business as "Excellent" or "Very Good" on questions of quality related to critical thinking, research skills, business financial skills, and professional acumen on the Exit Survey in Spring 2020,</p> <p><b>Notes:</b> The exit survey was started in W19.</p> <p><b>Maps to Strategic Direction Goal -</b></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>Areas of improvement (categories below the target) - develop oral communication skills, creating an inclusive community, and faculty career and mentoring support. (11/03/2020)</p> <p><b>Related Documents:</b></p> <p><a href="#">2019-2020 Exit Survey Report.xlsx</a></p>	<p><b>Action Taken:</b> Discussed the need to revise the process for academic and career advising by faculty. Oct 30, 2020 faculty meeting. (11/03/2020)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation, II. Institutional Practices B. Service Excellence</p> <p><b>Related Documents:</b>  <a href="#">2019-2020 Exit Survey Report.xlsx</a></p> <p><b>Standardized Test -</b> ETS Major Field Test</p> <p><b>Target:</b> Goal 1: At least 50 percent of the students taking the test will earn at least in the 50th percentile.</p> <p>Goal 2: The mean percent score of the students (cohort) taking the MFT will be at least in the 50th percentile rank of all the business programs participating in the test.</p> <p>Goal 3: At least 50 percentile rank in each of the nine business components.</p> <p><b>Notes:</b> The Major Field Test is administered once every 3 years</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD4 Goal 3: Prepare learners to work; live &amp; communicate effectively in order to thrive in a diverse world</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I.</p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>Areas for improvement: Legal and social environment and economics (both scored below target)</p> <p>The mean scores in the 9 individual business components as well as the overall mean scores have been declining in the last five years. The decline appears to be related to the removal of one math requirement. We have empirical data that showed significant decline in mean GPA in quantitative business course pre-2015 and post-2015. The MA requirement was dropped in F15. (11/03/2020)</p> <p><b>Related Documents:</b>  <a href="#">2019-2020 Does Math Matter.docx</a>  <a href="#">MFT COMPARATIVE TREND REPORT - 2010, 2015, 2018, 2020 - UNDERGRADUATE BUSINESS PROGRAM.xlsx</a></p>	<p><b>Action Taken:</b> Being discussed. (11/03/2020)</p>



Outcomes	Means of Assessment	Results	Actions Taken
	<p>Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation</p> <p><b>Field Placement/Internship</b> - Survey of Employers  <b>Target:</b> To have at least 80% of the interns ranked as “Outstanding” or “Very Good” on all dimensions of the final employer evaluation.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement, SD7 Goal 2: Collaborate with partners to provide civic engagement; service learning &amp; community-based learning experiences</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation</p> <p><b>Related Documents:</b>  <a href="#">Internship_Evaluation_Analysis 2018 to 2020.xlsx</a></p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  All targets met (11/03/2020)</p>	
<p><b>INFORMATION LITERACY</b> - Access, use and evaluate information in business decision making.  <b>Outcome Status:</b> Active  <b>Assessment Year(s):</b> 2018 2019, 2019 2020  <b>Start Date:</b> 09/01/2019  <b>End Date:</b> 08/31/2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  The capstone project (BA499) measures students on their knowledge and application of concepts related to the functional areas of business. It is presented in a written business plan and oral presentation. The mean score over the last three years (on a scale of 1-4) was 3.25, 3.27, and 3.53, respectively. The business plan requires that students research industry data, cite sources, evaluate information</p>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Directly Related to Outcome</b></p> <hr/> <p><b>Standardized Test</b> - Microsoft Office Specialist Exam  <b>Target:</b> Ninety percent of the students will pass the MOS exam and become certified in Excel.  <b>Notes:</b> BA285 is required of all business students. It is mandatory that they sit for the MOS exam.  <b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD6 Goal 2: Provide for all learners to be effective users of immersive; accessible &amp; virtual technologies &amp; spaces  <b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation</p>	<p>to determine feasibility and profitability, and submit three years of financial projections. (09/12/2020)  <b>Related Documents:</b>  <a href="#">ACBSP QAR 2020.pdf</a></p> <hr/> <p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  Target met (11/03/2020)  <b>Related Documents:</b>  <a href="#">BA 499 - Spring 2020 - Oral Presentation Ratings.docx</a>  <a href="#">BA 499 TERM BY TERM SUMMARIES - 2014 to 2020.xlsx</a></p>	
	<p><b>Capstone Project/Thesis</b> - Business Plan  <b>Target:</b> Business students will score a mean of 3.5 out of 4 points on the industry analysis (research portion) of their business plan.  <b>Notes:</b> Information literacy is required on several parts of the business plan, but the industry analysis is the heaviest research portion of the plan.  <b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future  <b>Maps to Core Theme Objective - select all that apply (if any):</b> I.</p>		

Outcomes	Means of Assessment	Results	Actions Taken
	Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity		
<p><b>DISCIPLINED INQUIRY</b> - Use quantitative and qualitative analytical and critical thinking skills to evaluate information, solve problems and make sound decisions.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2018 2019, 2019 2020</p> <p><b>Start Date:</b> 09/01/2018</p> <p><b>End Date:</b> 08/31/2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <ol style="list-style-type: none"> <li>The capstone project (BA499) measures students on their knowledge and application of concepts related to the functional areas of business. It is presented in a written business plan and oral presentation. The mean score over the last three years (on a scale of 1-4) was 3.25, 3.27, and 3.53, respectively. The business plan requires that students research industry data, cite sources, evaluate information to determine feasibility and profitability, and submit three years of financial projections.</li> <li>Students are required to participate in a Business Simulation Game as part of BA427 (a core business requirement). Student groups consistently rank in the Global Top 100 out of over 3,000 teams.</li> <li>The ETS® Major Field Test is a comprehensive undergraduate and MBA outcomes assessment designed to measure the critical knowledge and understanding obtained by students in their major field of study. The test goes beyond the measurement of factual knowledge. It evaluates a student's ability to analyze and solve problems, understand relationships and interpret material from their major field of study. The test consists of multiple-choice questions, half of which are based on short case-study scenarios. The major field test is given once every three years. The next test will be administered in the 2018-19 academic year. In 2015-16, 70% of the students ranked above the 50% percentile.</li> <li>The University Assessment Committee evaluates seniors on their writing and critical thinking skills. The business students score higher than the institution average in every category but one (standard conventions). The students are</li> </ol>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Directly Related to Outcome</b></p>	<p>required to follow a business plan template, which is not standard academic format.</p> <p>5. Lastly, student capstone papers were submitted to the Multi-state Collaborative Assessment. Business Students scored significantly higher on average than the other institutions on critical thinking, writing, and quantitative reasoning. (09/12/2020)</p> <p><b>Related Documents:</b></p> <p><a href="#">MSC Result Comparison 2016-2017.pdf</a></p> <p><a href="#">Business ProgramSeniorWritingSummary.xlsx</a></p> <p><a href="#">BA 499 TERM BY TERM SUMMARIES - 2014 to 2020.xlsx</a></p> <p><a href="#">ACBSP QAR 2020.pdf</a></p>	
	<p><b>Course Assignment - Business Simulation Game</b></p> <p><b>Target:</b> Student teams in BA427 will play the simulation game and at least three teams will score in the Top Global 100 out of over 3,000 teams.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success D. Curiosity and Creativity</p>		
	<p><b>Research Paper - Business Research Report</b></p> <p><b>Target:</b> Over 70% of our students will score above 80% on the business research project in BA428.</p> <p><b>Notes:</b> Students work with an external client to conduct a study, analyze the results, and present their findings.</p>		

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD7 Goal 2: Collaborate with partners to provide civic engagement; service learning &amp; community-based learning experiences</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success C. Civic Engagement, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Capstone Project/Thesis -</b> Business Plan</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success D. Curiosity and Creativity</p>		
<p><b>COMMUNICATION SKILLS -</b> Communicate effectively in various forms.  <b>Outcome Status:</b> Active  <b>Assessment Year(s):</b> 2018 2019, 2019 2020  <b>Start Date:</b> 09/01/2019  <b>End Date:</b> 08/31/2020</p>	<p><b>Capstone Project/Thesis -</b> Capstone Presentation - All Business faculty participate in the evaluation.  <b>Target:</b> At least 75% of the students will have a mean score of 3.0 or above on the BA 499 Oral Presentation  <b>Notes:</b> The Oral Communication rubric is used by faculty to rate the</p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  Areas for improvement: introduction and conclusion, language fluency, and visual aids (11/03/2020)  <b>Related Documents:</b>  <a href="#">BA 499 - Spring 2020 - Oral Presentation Ratings.docx</a>  <a href="#">BA 499 TERM BY TERM SUMMARIES - 2014 to 2020.xlsx</a></p>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p>capstone presenters.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation</p> <p><b>Related Documents:</b>  <a href="#">BA 499 - Spring 2020 - Oral Presentation Ratings.docx</a></p> <p><b>Survey - Exit Survey</b>  <b>Target:</b> At least 75% of our students will rate the School of Business as "Excellent" or "Very Good" on questions of quality related to writing and oral communication skills.</p> <p><b>Notes:</b> The exit survey started in W19 and continues every term</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation</p> <p><b>Related Documents:</b>  <a href="#">2019-2020 Exit Survey Report.xlsx</a></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met Target met (11/03/2020)</p> <p><b>Related Documents:</b>  <a href="#">2019-2020 Exit Survey Report.xlsx</a></p>	

**ETHICS - Demonstrate knowledge and Training/Professional Development** **Reporting Period:** 2019 2020

Outcomes	Means of Assessment	Results	Actions Taken
<p>application of prescribed ethical codes and behaviors in the workplace.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2018 2019, 2019 2020</p> <p><b>Start Date:</b> 09/01/2019</p> <p><b>End Date:</b> 08/31/2020</p>	<p>- Internship Evaluation</p> <p><b>Target:</b> Over 70% of our students will score "Outstanding" on Ethical Judgment when evaluated by employers for their internship.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation</p> <p><b>Related Documents:</b>  <a href="#">Internship_Evaluation_Analysis 2018 to 2020.xlsx</a></p> <p><b>Survey - Exit Survey</b></p> <p><b>Target:</b> At least 80% of our students will rate the School of Business as "Excellent" or "Very Good" on questions of quality related to ethical decision-making skills.</p> <p><b>Notes:</b> The exit survey is being piloted in winter 2019. It will be administered to all graduating seniors starting in spring 2019 and every term after through the capstone course.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement</p> <p><b>Maps to Core Theme Objective -</b></p>	<p><b>Result Type:</b> Target Met</p> <p>Target met (11/03/2020)</p> <p><b>Related Documents:</b>  <a href="#">Internship_Evaluation_Analysis 2018 to 2020.xlsx</a></p> <p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>Target met (11/03/2020)</p> <p><b>Related Documents:</b>  <a href="#">2019-2020 Exit Survey Report.xlsx</a></p>	

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
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**select all that apply (if any):** I.  
 Student Learning and Success B.  
 Professional Preparation



# Assessment: Program Info Four Column

## Program - English (BA)

**Mission Statement:** The English Program provides students with a strong foundation in literature, writing, and critical thinking, emphasizing the diverse historical, cultural, racial, and political contexts of English literature and language.

**Assessment Coordinator:** Margaret Perrow

**Next Program Review:** 2019 2020

**Program Notes:** Action items:

After 2020 review complete, enter new targets for 2021. See "action" items for each outcome, and notes for English Program Assessment Discussion (also evidence of faculty engagement in assessment in 2020-21).

Revise questions about "satisfaction" and "overall positive feeling" for 2021 exit survey, to clarify the difference.

Adjust "belonging" target to 75% for 2021, given the difficulties of reaching and connecting with all students during remote instruction. Re-adjust to 90% after pandemic/remote instruction.

Mission statement under review for possible slight revisions.

Continue to analyze sample work from capstone classes and revised rubric for ENG401, particularly creativity and ethical engagement outcomes.

Add Merrilyne Lundahl to personnel if she needs access.

Adjust 2021 senior survey: Add ENG 315 and ENG 487 to list of civic engagement courses.

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
<p><b>Skill: 1</b> - Students will be able to articulate a clear claim and write in a coherent and logical manner</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2012 2013, 2016 2017, 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2016 2017</p> <p><b>Result Type:</b> Target Met</p> <p>Assessment of English 301 papers demonstrated that students as an average reached the 50% category for this skill.</p> <p>Assessment of English 401 Papers demonstrated that students as an average reached the 71% category for this skill. (01/29/2018)</p>	
	<p><b>Research Paper</b> - Final research paper from ENG 301. Final research paper from ENG 401. English Program Outcome Assessment Rubric REV 2020.</p> <p><b>Target:</b> 2019-20 Assessments: 30% of all students will score a 3 or</p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>Target: 30% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. Result: 52% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric, up from 41% in 2018.</p>	<p><b>Action Taken:</b> Faculty will adjust target upwards. In 2020-21, 50% of students in 301 and 75% of students in 401 will score 3 or higher using the English Outcome Assessment Rubric. (10/16/2020)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p>higher in ENG 301 using the English Outcome Assessment Rubric. 41% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>50% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric. 81% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2018-2019 Assessments: 30% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>50% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2017-2018 Assessments: 30% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. 41% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>50% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric. 58% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2016-2017 Assessments: 50% of students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p>	<p>Target: 50% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric. Result: 81% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric, up from 58% in 2018. (10/16/2020)</p> <p><b>Related Documents:</b>  <a href="#">English outcome assessment rubricREV2020.docx</a>  <a href="#">English Program 2020 Paper scores.docx</a>  <a href="#">ENG401 capstone syllabus 2020.doc</a>  <a href="#">ENG301_201901_Alvarez.docx</a></p> <hr/> <p><b>Reporting Period:</b> 2016 2017  <b>Result Type:</b> Target Met  Assessment of English 301 papers demonstrated that students as an average reached the 50% category for this skill.</p> <p>Assessment of English 401 Papers demonstrated that students as an average reached the 71% category for this skill. (01/29/2018)</p> <p><b>Related Documents:</b>  <a href="#">English Outcome Assessment rubric scoresheet final(1)2017(18).docx</a></p>	

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<p>50% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. Sample very small.</p>		
	<p>70% of students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric. 65% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p>		
	<p><b>Notes:</b> All English majors and minors are required to take and pass ENG 301 as a prerequisite for 400-level literature electives, and as a core course for the major/minor program. All English majors are required to take and pass ENG 401 to graduate.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Related Documents:</b>  <a href="#">English Outcome Assessment rubrics - February 18 Revision(3).docx</a>  <a href="#">English 301Assessments for 2017-2018.docx</a></p>		

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<a href="#">English 401Assessment Data 2017and2018.docx</a> <a href="#">English 301 and 401 Assessments 2016-2017.docx</a>		
<p><b>Skill 2:</b> - Students will be able to demonstrate critical analysis in their writing</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2014 2015, 2016 2017, 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  Target: 30% of all students will score a 3 or higher in ENG 301 in this skill, using the English Outcome Assessment Rubric.  Result: 43% of all students scored a 3 or higher in ENG 301 in 2020, up from 25% in 2018.</p> <p>Target: 50% of all students will score a 3 or higher in ENG 401 in this skill, using the English Outcome Assessment Rubric.  Result: 63% of all students scored a 3 or higher in ENG 401 in 2020, up from 54% in 2018.  (10/17/2020)</p> <p><b>Related Documents:</b>  <a href="#">English outcome assessment rubricREV2020.docx</a>  <a href="#">English Program 2020 Paper scores.docx</a>  <a href="#">ENG301_201901_Alvarez.docx</a>  <a href="#">ENG401 capstone syllabus 2020.doc</a></p> <hr/> <p><b>Reporting Period:</b> 2016 2017  <b>Result Type:</b> Target Met  Assessment of English 301 papers demonstrated that students as an average reached the 62.5% category for this skill.</p> <p>Assessment of English 401 Papers demonstrated that students as an average reached the 69.7% category for this skill.</p> <p>For English 401, we are 3/10 shy of our target.  (01/29/2018)</p>	<p><b>Action Taken:</b> English faculty are considering raising this target for 2020-21, to 40% in 301, and 60% in 401. (10/17/2020)</p>
	<p><b>Research Paper</b> - Final research paper from ENG 301.  Final research paper from ENG 401.  <b>Target:</b> 2019-20 Assessments:</p>	<p><b>Reporting Period:</b> 2016 2017  <b>Result Type:</b> Target Met  Assessment of English 301 papers demonstrated that students as an average reached the 62.5% category for this</p>	

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<p>30% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>50% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2017-2018 Assessments: 30% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>25% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>50% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>54% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2016-2017 Assessments: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>25% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>Sample size is small.</p> <p>70% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>57% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>Note: overshot in assessments, so some outcomes will shift for 2017-2018.</p> <p><b>Notes:</b> All English majors and minors</p>	<p>skill.</p> <p>Assessment of English 401 Papers demonstrated that students as an average reached the 69.7% category for this skill.</p> <p>For English 401, we are 3/10 shy of our target. (01/29/2018)</p> <p><b>Related Documents:</b>  <a href="#">English Outcome Assessment rubric scoresheet final(1)2017(18).docx</a>  <a href="#">ENG301_201901_Alvarez.docx</a>  <a href="#">ENG401 capstone syllabus 2020.doc</a>  <a href="#">English outcome assessment rubricREV2020.docx</a></p>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p>are required to take and pass ENG 301 as a prerequisite for 400-level literature electives, and as course course in the major.</p> <p>All English majors are required to take and pass ENG 401 to graduate.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Related Documents:</b>  <a href="#">English Outcome Assessment rubrics - February 18 Revision(3).docx</a>  <a href="#">English 301Assessments for 2017-2018.docx</a>  <a href="#">English 401Assessment Data 2017and2018.docx</a>  <a href="#">English 301 and 401 Assessments 2016-2017.docx</a></p>		
<p><b>Skill 3</b> - Students will be able to use Standard American English in writing to effectively meet the demands of audience and purpose.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2012 2013, 2016 2017, 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Not Met</p> <p>Target: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>Result: 29% of all students scored 3 or better in ENG 301 in this skill in 2020, down from 75% in 2018.</p> <p>Target: 75% of all students will score a 3 or higher in ENG</p>	<p><b>Action Taken:</b> Agenda item added to program meeting for 11/13/2020 to discuss the possible reasons for this lower-than-expected outcome in ENG 301, and possible ways to focus on this skill in 2020-21. (Targets will not change.) (10/17/2020)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Directly Related to Outcome</b></p>	<p>401 using the English Outcome Assessment Rubric. Result: 81% of all students scored 3 or better in ENG 401 on this skill, up from 75% in 2018. (10/17/2020)</p> <p><b>Related Documents:</b>  <a href="#">English Program 2020 Paper scores.docx</a>  <a href="#">English outcome assessment rubricREV2020.docx</a>  <a href="#">ENG401 capstone syllabus 2020.doc</a>  <a href="#">ENG301_201901_Alvarez.docx</a></p> <hr/> <p><b>Reporting Period:</b> 2016 2017  <b>Result Type:</b> Target Met  Assessment of English 301 papers demonstrated that students as an average reached the 50% category for this skill.</p> <p>Assessment of English 401 Papers demonstrated that students as an average reached the 76.3% category for this skill. (01/29/2018)</p>	
	<p><b>Research Paper</b> - Final research paper from ENG 301. Final research paper from ENG 401. English Outcome Assessment Rubric (revised spring 2020)</p> <p><b>Target:</b> 2019-20 Assessments: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. 75% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2017-2018 Assessments: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. 75% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>75% of all students will score a 3 or higher in ENG 401 using the English</p>	<p><b>Reporting Period:</b> 2016 2017  <b>Result Type:</b> Target Met  Assessment of English 301 papers demonstrated that students as an average reached the 50% category for this skill.</p> <p>Assessment of English 401 Papers demonstrated that students as an average reached the 76.3% category for this skill. (01/29/2018)</p> <p><b>Related Documents:</b>  <a href="#">English Outcome Assessment rubric scoresheet final(1)2017(18).docx</a></p>	

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<p>Outcome Assessment Rubric. 75% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p>		
	<p>2016-2017 Assessments: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. 75% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. Sample size is small.</p>		
	<p>70% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric. 89% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p><b>Notes:</b> All English majors and minors are required to take and pass ENG 301 as a prerequisite for 400-level literature, electives and as a core course in the major. All English majors are required to take and pass ENG 401 to graduate.</p>		
	<p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement, SD6 Goal 2: Provide for all learners to be effective users of immersive; accessible &amp; virtual technologies &amp; spaces</p> <p><b>Maps to Core Theme Objective -</b></p>		



Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Related Documents:</b>  <a href="#">English Outcome Assessment rubric scoresheet final(1)2017.docx</a>  <a href="#">English 301Assessments for 2017-2018.docx</a>  <a href="#">English 401Assessment Data 2017and2018.docx</a>  <a href="#">English Outcome Assessment rubrics - February 18 Revision(3).docx</a>  <a href="#">English 301 and 401 Assessments 2016-2017.docx</a></p>		
<p><b>Skill 4</b> - Students will be able to carry out primary and secondary research, incorporate and document sources using MLA and/or APA conventions.  <b>Outcome Status:</b> Active  <b>Assessment Year(s):</b> 2012 2013, 2016 2017, 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  Target: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.  Result: 52% of all students in ENG 301 scored 3 or better in this skill, in 2020 approximately the same as 50% in 2018.</p> <p>Target: 70% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.  Result: 88% of all students in ENG 401 scored a 3 or higher in this skill in 2020 using the English Outcome Assessment Rubric. (10/17/2020)</p> <p><b>Related Documents:</b>  <a href="#">English outcome assessment rubricREV2020.docx</a>  <a href="#">ENG301_201901_Alvarez.docx</a>  <a href="#">ENG401 capstone syllabus 2020.doc</a>  <a href="#">English Program 2020 Paper scores.docx</a></p>	<p><b>Action Taken:</b> Added agenda item for 11/13/2020 meeting; the English faculty will consider raising the target to 75% for ENG 401 in 2021. (10/17/2020)</p>
		<p><b>Reporting Period:</b> 2016 2017  <b>Result Type:</b> Target Met  Assessment of English 301 papers demonstrated that students as an average reached the 50% category for this skill.</p>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Directly Related to Outcome</b></p>	<p>Assessment of English 401 Papers demonstrated that students as an average reached the 69.7% category for this skill.</p> <p>For English 401, we are 3/10 shy of our target. (01/29/2018)</p>	
	<p><b>Research Paper</b> - Research paper from ENG 301. Research paper from ENG 401. <b>Target:</b> 2019-20 Assessments: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. 70% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2017-2018 Assessments: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. 50% of students scored a 3 or higher in ENG 301 using the English Outcome Assessment Rubric.</p> <p>70% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric. 66.6% of students scored a 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p>2016-2017 Assessments: 50% of all students will score a 3 or higher in ENG 301 using the English Outcome Assessment Rubric. 50% of students scored 3 or higher in ENG 301 using the English Outcome Assessment Rubric. Sample size was small.</p>	<p><b>Reporting Period:</b> 2016 2017 <b>Result Type:</b> Target Met Assessment of English 301 papers demonstrated that students as an average reached the 50% category for this skill.</p> <p>Assessment of English 401 Papers demonstrated that students as an average reached the 69.7% category for this skill.</p> <p>For English 401, we are 3/10 shy of our target. (01/29/2018)</p> <p><b>Related Documents:</b> <a href="#">English Outcome Assessment rubric scoresheet final(1)2017(18).docx</a></p>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p>70% of all students will score a 3 or higher in ENG 401 using the English Outcome Assessment Rubric. 73% of students scored 3 or higher in ENG 401 using the English Outcome Assessment Rubric.</p> <p><b>Notes:</b> All English majors and minors are required to take and pass ENG 301 as a prerequisite for 400-level electives. All English majors are required to take and pass ENG 401 to graduate.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Related Documents:</b>  <a href="#">English Outcome Assessment rubric scoresheet final(1)2017.docx</a>  <a href="#">English 301Assessments for 2017-2018.docx</a>  <a href="#">English 401Assessment Data 2017and2018.docx</a>  <a href="#">English Outcome Assessment rubrics - February 18 Revision(3).docx</a>  <a href="#">ENG 400 Evaluation Criteria.docx</a></p>		

Outcomes	Means of Assessment	Results	Actions Taken
<p><b>Disposition: 1</b> - Students will show awareness of the power of writing and literature to help them interrogate assumptions and exhibit original thought and creativity.</p> <p>These dispositions were not assessed between 2017 and 2020. They are currently being revised for inclusion as "active" in 2021 assessment.</p> <p><b>Outcome Status:</b> Inactive</p> <p><b>Assessment Year(s):</b> 2012 2013, 2016 2017, 2017 2018, 2018 2019, 2019 2020</p>	<p><a href="#">ENG401 capstone rubric</a>  <a href="#">English 301 and 401 Assessments 2016-2017.docx</a></p> <p><b>Course Assignment</b> - WR414 essays from one year</p> <p><b>Target:</b> 75% of final essays submitted for WR414 will score B or better.</p> <p><b>Notes:</b> All English majors are required to take WR414. Sample essays demonstrate interrogation of assumptions, and exhibit original thought and creativity. Attach scoring guide and data from Moodle.</p>		
<p><b>Disposition: 2</b> - Students will show awareness of the importance of aesthetic standards, ethics, and diversity.</p> <p>These dispositions were not assessed between 2017-2020 They are currently being revised for inclusion as "active" in 2021 assessment.</p> <p><b>Outcome Status:</b> Inactive</p> <p><b>Assessment Year(s):</b> 2012 2013, 2016 2017, 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Course Assignment</b> - Essays from multiple 300- and 400-level classes that meet program Diversity requirements.</p> <p><b>Target:</b> 75% of students in a given year will score B or better on final essay in Diversity courses.</p> <p><b>Notes:</b> All English majors are required to take at least one upper-division class that fulfills the program Diversity requirement. Get data from Alma Rosa. Link to scoring guide.</p>		
<p><b>Professional Preparation</b> - The English Program will offer at least three professional preparation programs/workshops per year for English minors and majors.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2017 2018, 2018 2019, 2019 2020, 2020 2021</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>In 2019-20, three professional-preparation programs were offered. All 401 students (all senior English majors) participated in two programs via Zoom (careers for English majors, and resume-writing/ interviewing). A "teaching careers" panel in fall (12/4/2010) was open to all students. (10/17/2020)</p>	<p><b>Action Taken:</b> Keep this target for 2020-21. English Program faculty discussed plans for similar presentations in 2020-21 at our 10/2/2020 program meeting. Dr. Battistella will do a careers in publishing panel as part of ENG 456. ENG 401 students will again</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Directly Related to Outcome</b></p>		<p>participate in winter/spring workshops with Max Brooks. A "careers in teaching" panel will be presented via Zoom in December 2020. (10/17/2020)</p>
	<p><b>Training/Professional Development</b>  - Programming offered  <b>Target:</b> In 2019-2020</p>	<p>In 2018-2019 the English Program offered the following:  What Can You Do With an English Major Workshop where alumni from different professions spoke to students on careers in English outside of education. We had an attendance of 15 people.  Careers in Education Workshop where alumni in the teaching professions, including teaching abroad spoke to students about careers in education. We had an attendance of 20 people.  Exploration of Careers with Max Brooks. We had attendance of 5.  Resume Workshop with Max Brooks and professors from the English Program. We offered it in our capstone course. We also opened up to non-capstone students. We had an attendance of 18.</p>	
		<p>This year we utilized Southern Exposure and email blasts to attract students. We also were smarter to offer the resume workshop in capstone class. Next year, we will offer the Exploration of Careers workshop in capstone class as well.</p>	
		<p>In 2017-2018 the English Program</p>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p>offered the following:            What Can You Do With an English Major Workshop where alumni from different professions spoke to students on careers in English outside of education.            Careers in Education Workshop where alumni in the teaching professions, including teaching abroad spoke to students about careers in education.            Resume Workshop with professors from the English Program.</p> <p>Attendance was somewhat low. We are revisiting what to do.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation, III. Institutional Beliefs &amp; Values E. Well-being</p>		

<p><b>Student Satisfaction</b> - 85% of graduating students will be satisfied with their overall experience in the English Program.  <b>Outcome Status:</b> Active  <b>Assessment Year(s):</b> 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met            100% of graduating majors and minors (18 total responses) reported feeling positive about their overall experience in the English Program. 94% (17) felt "extremely positive." One felt "moderately positive." (Q1 English major exit survey).</p> <p>100% of graduating majors and minors (18 total responses) reported feeling satisfied with their experience in the English Program. 67% reported being "very satisfied"; 33% reported being "satisfied." (10/17/2020)</p>	<p><b>Action Taken:</b> Results added to 11/13/2020 faculty meeting agenda for discussion about realistic target for 2021. Note that rate of student satisfaction the same as 2019, when 100% reported being satisfied, and 3/17 ("moderately" so), despite COVID and remote instruction. (10/17/2020)</p>
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Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Directly Related to Outcome</b></p>	<p><b>Related Documents:</b>  <a href="#">SeniorSurvey2020Report.pdf</a></p>	
	<p><b>Survey</b> - Students in their senior year will take an exit survey.  <b>Target:</b> 85% of survey respondents will express overall satisfaction with the English Program.</p>		
	<p>2018-2019            94% of students who completed capstone took exit survey.            82% of students expressed being very satisfied.            11% of students expressed being satisfied.            93% of students in total expressed satisfaction.</p>		
	<p>2017-2018            45% of students who completed capstone took exit survey.            91% of respondents expressed satisfaction.</p>		
	<p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement, SD2 Goal 4: Design &amp; implement program to develop a culture of service excellence in all employees, SD4 Goal 1: Replace barriers with processes &amp; practices to promote belonging &amp; ensure success of the "new majority", SD4 Goal 2: Establish supportive pathways to increase access; retention &amp; success of learners from underrepresented backgrounds</p>		
	<p><b>Maps to Core Theme Objective - select all that apply (if any):</b> II.</p>		

Outcomes	Means of Assessment	Results	Actions Taken
	Institutional Practices C. Diversity Inclusivity and Equity, III. Institutional Beliefs & Values E. Well-being <b>Related Documents:</b> <a href="#">EnglishProgramExitSurveyReport2018(1).pdf</a>		
<p><b>Sense of Belonging</b> - 90% of students will feel a sense of belonging in the English Program.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2017 2018, 2018 2019, 2019 2020, 2020 2021</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Not Met</p> <p>83% of 18 seniors surveyed in spring 2020 reported "experiencing a sense of belonging in the major." (10/17/2020)</p> <p><b>Related Documents:</b>  <a href="#">SeniorSurvey2020Report.pdf</a></p>	<p><b>Action Taken:</b> The 83% reporting a sense of belonging in 2020 is slightly lower than 90% target. (In spring 2019, 100% of the respondents reported feeling a sense of belonging.) Discussion item added to fall 2020 English Program meeting agenda. This may have had something to do with COVID and remote instruction?Keep this at 90% target, and faculty will review students' comments in 2020 survey. (10/17/2020)</p>
	<p><b>Survey</b> - Exit Survey for senior students.</p> <p><b>Target:</b> 90% of survey respondents will express a sense of belonging in the English Program</p> <p>2018-2019            94% of capstone students took exit survey.            100% of students expressed a sense of belonging in the English Program.</p> <p>2017-2018            45% of capstone students took exit survey.            91% expressed a sense of belonging in the English Program.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 4: Engage in ongoing assessment of</p>		



Outcomes	Means of Assessment	Results	Actions Taken
	<p>academic &amp; academic support programs to further process of continuous improvement, SD2 Goal 4: Design &amp; implement program to develop a culture of service excellence in all employees, SD4 Goal 1: Replace barriers with processes &amp; practices to promote belonging &amp; ensure success of the "new majority", SD4 Goal 2: Establish supportive pathways to increase access; retention &amp; success of learners from underrepresented backgrounds</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> II. Institutional Practices B. Service Excellence, II. Institutional Practices C. Diversity Inclusivity and Equity, III. Institutional Beliefs &amp; Values A. Diversity, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">EnglishProgramExitSurveyReport2018(1).pdf</a></p>		
<p><b>Diversity and Inclusion Courses</b> - All students will take at least one diversity course in the English Program</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Directly Related to Outcome</b></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>Target: Target: 100% of students surveyed will take at least one course with a focus on diversity (J-strand or non-J-strand).</p> <p>Result: Approximately 40% of ENG courses had an explicit diversity focus in 2019-20. In 2019-20, four upper-division ENG electives met University Studies J-strand requirements (one each in fall and winter, two in spring.) An additional eight courses (200 and 300 level) had an explicit diversity focus.</p> <p>Institutional data show that 100% of the 18 English majors who graduated in 2020 took at least one J-strand (diversity) course in English. However, only 88% (16/18) of students</p>	<p><b>Action Taken:</b> This question pertains to J-strand as well as lower-division (non-J-strand) courses. Agenda item added to 10/23/2020 meeting: With 40% of our courses focused on diversity, is it possible two graduating seniors didn't realize they took classes with a diversity focus? Do we need to make this more explicit? (10/17/2020)</p>

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<p><b>Directly Related to Outcome</b></p> <p><b>Survey</b> - Exit Survey for senior students. Data from Chris Stanek on J strand courses Analysis of course offerings <b>Target:</b> 100% of students surveyed will take at least one course on diversity.</p> <p>2018-2019 94% of students in capstone completed survey. 100% of students surveyed took a course on diversity.</p> <p>Diversity offerings: Fall 2018: 4 of our 4 lower-division offerings included diversity topics/authors; 4 out of 6 offerings included diversity topics/authors Winter 2019: 1 out of 3 lower-division offerings included diversity topics/authors; 4 out of 6 offerings included diversity topics/authors Spring 2019: 2 out of 3 lower-division offerings included diversity topics/authors; 6 out of 8 offerings included diversity topics/authors</p> <p>2017-2018 45% of students in capstone completed survey. 100% reported having taken a course on diversity Chris Stanek report: on average (last</p>	<p>surveyed reported taking an English course with a diversity focus. This means that two students did not realize/remember they took a J-strand (diversity) course in English. (10/17/2020) <b>Related Documents:</b> <a href="#">SeniorSurvey2020Report.pdf</a></p>	

Outcomes	Means of Assessment	Results	Actions Taken
	<p>three years of data) 54% of UG students who are declared in English have taken "J strand" courses using the list of ENG 341, 347,443, 447, 454, and 491.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD4 Goal 1: Replace barriers with processes &amp; practices to promote belonging &amp; ensure success of the "new majority", SD4 Goal 2: Establish supportive pathways to increase access; retention &amp; success of learners from underrepresented backgrounds, SD4 Goal 3: Prepare learners to work; live &amp; communicate effectively in order to thrive in a diverse world</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, II. Institutional Practices C. Diversity Inclusivity and Equity, III. Institutional Beliefs &amp; Values A. Diversity</p> <p><b>Related Documents:</b>  <a href="#">EnglishProgramExitSurveyReport2018(1).pdf</a>  <a href="#">English 454 Final Exam.docx</a>  <a href="#">Reflection Paper Template.docx</a>  <a href="#">Familial History Connections Project-1and2-1.docx</a></p>		

**Civic Engagement** - At least 30% of students will take an I -strand class

**Directly Related to Outcome**

**Reporting Period:** 2019 2020  
**Result Type:** Target Met

**Action Taken:** ENG 315, 472, and 487 need to be added to survey

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
<p>(or a practicum with a community-engagement focus) in English.  <b>Outcome Status:</b> Active  <b>Assessment Year(s):</b> 2017 2018, 2018 2019, 2019 2020</p>	<p><b>Directly Related to Outcome</b></p> <hr/> <p><b>Survey</b> - Survey and Chris Stanek's office  <b>Target:</b> At least 30% of students will take I Strand classes from the English Program</p> <p>2018-2019  94% of students in capstone completed survey.  82% of students surveyed took an I Strand course from the English Program</p> <p>2017-2018  On average (last three years of data) there are 37% of UG students who are declared in English have taken "I strand" courses using the list of ENG 312, 315, or 329.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future, SD7 Goal 2: Collaborate with partners to provide civic engagement; service learning &amp; community-based learning experiences</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success B. Professional Preparation, III.</p>	<p>Target: At least 30% of students will take I Strand classes from the English Program</p> <p>Result: 61% of graduating seniors reported taking an I-strand class (e.g., ENG 329, 312) or ENG 409. (10/17/2020)</p> <p><b>Related Documents:</b>  <a href="#">SeniorSurvey2020Report.pdf</a></p>	<p>question (percentage would be even higher). Faculty will consider raising target to 50% in 2020-21. (10/17/2020)</p>

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
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Institutional Beliefs & Values E. Well-being

# Assessment: Program Info Four Column

## Program - Education Studies - (BA/BS)

**Mission Statement:** We are a community of learners, committed to preparing teachers for the educational challenges of a changing and increasingly diverse society.

**Assessment Coordinator:** Susan Faller

**Program Notes:** Major was renamed Education Studies in 2019-2020 catalog to provide an opportunity for growth beyond teacher preparation.

Two satellite programs have been integrated into the major in Klamath Falls (Klamath Community College partner) and Coos Bay/Brookings (Southwestern Oregon Community College partner).

<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
<p><b>Communication</b> - Communicate effectively orally and in writing.  <b>Outcome Status:</b> Active  <b>Assessment Year(s):</b> 2018 2019, 2019 2020</p>	<p><b>Oral Communication</b> - Reading Methods 363- Group Presentation / Book Club: Students work with book club members to plan an engaging presentation that reviews their book including: the significance of the book to the study of literacy; examples about how this book relates to course readings, experiences, or other in class activities; and at least two interactive activities from the book that apply to literacy.  <b>Target:</b> 85% of students score 80% or better  <b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 4: Engage in ongoing assessment of academic &amp; academic support programs to further process of continuous improvement  <b>Maps to Core Theme Objective - select all that apply (if any):</b> I.</p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met            In 2013, 92% of students met the benchmark.            In 2014, 100% of students met the benchmark.            In 2017, 100% of students met the benchmark            2018 - 2019, 100% of students met the benchmark            2019-2020, 100% of students met the benchmark (03/23/2016)  <b>Related Documents:</b>  <a href="#">ED 363 and 463 BOOK CLUB Presentations assignment.docx</a>  <a href="#">ED 363 book club scores 2019-20.docx</a>  <a href="#">ED 363 Book Club Presentation Rubric.pdf</a></p>	<p><b>Action Taken:</b> Consider need to increase the target expectations. Additional component added to the rubric to assess oral presentation for program outcome (06/02/2020)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p>Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">ED 363 and 463 BOOK CLUB Presentations assignment.docx</a>  <a href="#">2018.19 scores ED 363 Book Club Presentations.docx</a>  <a href="#">ED 363 Book Club Presentation Rubric.pdf</a>  <a href="#">ED 363 book club scores 2019-20.docx</a></p> <p><b>Course Assignment - ED 357 Curriculum and Instruction - Unit Presentation:</b> Students create a three-lesson unit for elementary grade level.  <b>Target:</b> 90% score 90 points out of 100 (updated 2018-19)</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Related Documents:</b>  <a href="#">2018 scores ED 357 Unit Plan.docx</a>  <a href="#">ED 357 Curriculum and Instruction Final Portfolio.docx</a>  <a href="#">2020 Syllabus ED 357.pdf</a>  <a href="#">ED 357 2019-20 Score reports.docx</a></p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Not Met  Fall 16: 71% met benchmark  Winter 17: 80% met benchmark  Spring 17: 83% met benchmark  Fall 2017: 95% met benchmark  Winter 2018: 86% met benchmark  Sp 2018: 88% met benchmark  Fall 2018: 88% met benchmark  Fall 2019: 62% met benchmark  Winter 2020: 54% met benchmark (03/27/2016)</p> <p><b>Related Documents:</b>  <a href="#">ED 457a Presentation Rubric.docx</a>  <a href="#">ED 457a Unit Presentations.docx</a>  <a href="#">ED 457a spring syllabus.docx</a>  <a href="#">Syll W19 457A (1).docx</a>  <a href="#">ED 357 Curriculum and Instruction Final Portfolio.docx</a>  <a href="#">ED 357 2019-20 Score reports.docx</a></p>	<p><b>Action Taken:</b> Target for unit of study adjusted down to 90% earning the A grade. In addition, students will be given more flexibility to choose their audience for this unit of study and incorporate 21st century skills, Habit of Mind, and academic standards. (10/13/2020)</p> <p><b>Action Taken:</b> Adjustment to outcomes for the course with a stronger focus on curriculum design and less focus on oral communication. This will be more aligned with new university theme of professional preparation. (05/01/2018)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Exam</b> - ED 460 Multicultural Education: A concise and coherent paper of no more than 3-5 pages regarding what was learned in this class and how it influenced student knowledge, awareness, and cultural sensitivity. While responding to the prompts, cite specific information, quotes, and examples from readings, activities, assignments, discussions, and group presentations and suggest how student will apply new knowledge and understanding in future work with children and youth.</p> <p><b>Target:</b> 85% score proficient on 4-point rubric</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values A. Diversity</p> <p><b>Related Documents:</b>  <a href="#">2018.19 scores ED 460 Final Exam paper.docx</a>  <a href="#">ED 460 Final Essay Exam Spr. 19.doc</a>  <a href="#">ED 460 Final Paper Scoring Rubric, 2019 .doc</a>  <a href="#">ED 460 2019 Final Exam scores.docx</a>  <a href="#">ED 460 final exam 2020 scores.docx</a>  <a href="#">ED 460 Syllabus Fall 2020 .doc</a></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>2013 - 100% met criterion  2014 - 100% met criterion  2017 - 100% met benchmark  2018 Sp and Fall - 100% met benchmark  2019 winter - 100% met benchmark  Fall 2019 - 92% met benchmark  2020 Spring - 97% met benchmark (10/13/2020)</p> <p><b>Related Documents:</b>  <a href="#">2018.19 scores ED 460 Final Exam paper.docx</a>  <a href="#">Multicultural Ed. 2013FinalExamQuestions.doc</a>  <a href="#">ED 460 final exam 2020 scores.docx</a>  <a href="#">ED 460 Final Essay Exam Spr. 19.doc</a>  <a href="#">ED 460 scores Fall 2019.docx</a></p>	<p><b>Action Taken:</b> Increasing target to 85% proficient as students are meeting this target. (10/14/2020)</p> <p><b>Action Taken:</b> Integration of new requirements for educators to teach about Native American history utilizing the native people as writers and teachers of their own stories. (05/01/2018)</p>



Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Course Assignment - ED 459</b>            Foundations: Philosophy of Teaching Paper</p> <p>(1) How do the philosophic roots of public education align with democratic values?</p> <p>(2) How is the promise of educational opportunity for all still a troubling paradox in American society?</p> <p>(3) Which beliefs about education are important to the student's identity as a teacher, and why?</p> <p><b>Target:</b> 80% score proficient or above on rubric</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">2018.19 scores Philosophy of Teaching.docx</a>  <a href="#">ED 459 Philosophy of Teaching paper Satellite scores.docx</a>  <a href="#">ED 459 Philosophy of Teaching paper scores.docx</a>  <a href="#">ED 459 Philosophy Part 1–W'20.pdf</a>  <a href="#">ED 459 Philosophy Part 2– W'20.pdf</a>  <a href="#">ED 459 Philosophy Part 3–W'20.pdf</a></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>2013 - 95% of students met            2014 - 94.5% of students met            Fall 16: 100% met benchmark            Winter 17: 88% met benchmark            Spring 17: no data collected            Spring 18: 100% met benchmark            Fall 18: 71% met benchmark            Winter 2019: 100% met benchmark            Fall 2019: 94% met benchmark            Winter 2020: 74% met benchmark (10/13/2020)</p> <p><b>Related Documents:</b>  <a href="#">ED 459 Philosophy of Teaching 2013-14.docx</a>  <a href="#">ED 459 Philosophy Rubric 10.13 pdf.pdf</a>  <a href="#">ED 459 Philosophy of Teaching paper Satellite scores.docx</a>  <a href="#">ED 459 Philosophy of Teaching paper scores.docx</a></p>	<p><b>Action Taken:</b> Parts 1 and 3 of assignment are media expose options giving students more choice and freedom to express their learning in other forms other than written narrative.            (10/09/2020)</p> <hr/> <p><b>Action Taken:</b> 2019: score total expanded to allow for additional expectations and quality of writing.            Program developed new one-credit writing course to support students. Specific students recommended to this option.            (01/07/2019)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><a href="#">ED 459 Foundations W'20 syll.pdf</a></p> <p><b>Portfolio</b> - ED 409 Portfolio: Students create a professional portfolio demonstrating their overall understanding of the field of education.</p> <p><b>Target:</b> 100 % score proficient or above</p> <p><b>Notes:</b> Only completed by degree students - not licensure students.</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">ED 409 2018 scores Portfolio.docx</a>  <a href="#">ED409 EE Portfolio Syllabus Spring2018 (2).pdf</a>  <a href="#">Portfolio Rubric for EE Degree 2018 (1).pdf</a>  <a href="#">ED 409 Portfolio Rubrics Sp19.docx</a>  <a href="#">ED 409 Portfolio scores 2019 and 2020.docx</a></p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Not Met</p> <p>2014 - 80% of students in the Degree only program met criterion</p> <p>2014 - 93% of students in Licensure program met criterion</p> <p>2015: 80% of Degree only students met criterion</p> <p>2015: 100% of Licensure students met criterion</p> <p>2016 - 92% met benchmark</p> <p>2017 - 85% met benchmark</p> <p>2018 - 95% of licensure students met benchmark</p> <p>2018 - 100% of degree students met benchmark</p> <p>2019 - 87% of degree students met benchmark</p> <p>2020 - 96% of degree students met benchmark (10/13/2020)</p> <p><b>Related Documents:</b>  <a href="#">E-Portfolio Rubric.docx</a>  <a href="#">Professional ePortfolio.docx</a>  <a href="#">2018 scores Portfolio.docx</a>  <a href="#">ED409 EE Portfolio Syllabus Spring2018 (2).pdf</a>  <a href="#">ED 409 Portfolio Rubrics Sp19.docx</a>  <a href="#">ED 409 Portfolio scores 2019 and 2020.docx</a></p> <hr/> <p><b>Reporting Period:</b> 2014 2015</p> <p><b>Result Type:</b> Target Not Met</p> <p>2015: 80% of Degree only students met criterion</p> <p>2015: 100% of Licensure students met criterion (03/23/2016)</p> <p><b>Related Documents:</b>  <a href="#">E-Portfolio example</a>  <a href="#">E-Portfolio example</a>  <a href="#">ED 409 Portfolio Rubric for EE 2015.docx</a>  <a href="#">ED 409 Capstone Syllabus SP2015.doc</a>  <a href="#">ED 409 Winter 2015 Syllabus.docx</a></p>	<p><b>Action Taken:</b> Adjusted timing of Capstone and Portfolio coursework to be enclosed in a single term allowing students to be more focused on completing one major assignment rather than spreading them out. Students refined Capstone Report to add to their Portfolio which was completed in spring term. (10/14/2020)</p> <hr/> <p><b>Action Taken:</b> Design of Portfolio changed to require fewer essays with the expectation that the depth of the writing and reflection would be more evident. (05/01/2018)</p>
<p><b>Critical Research</b> - Access and evaluate information resources to become critical consumers of research on complex issues in education.</p>	<p><b>Research Paper</b> - ED 460 Multicultural Education: Students will identify characteristics and perspectives of diverse cultures and learners through research papers</p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>Sp and Fall 2018 - Winter 2019: four students scored 2 - all others scored 3 or 4 (04/15/2019)</p> <p><b>Related Documents:</b></p>	<p><b>Action Taken:</b> Students' writing ability will be assessed early in the course. Specific tools will be provided and taught (i.e. outline, APA citation). Students receive</p>

Outcomes	Means of Assessment	Results	Actions Taken
<p><b>Outcome Status:</b> Active  <b>Assessment Year(s):</b> 2015 2016  <b>Start Date:</b> 10/14/2015</p>	<p>and essays.  <b>Target:</b> 85% of students score proficient or above on a four-point rubric  <b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future  <b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values A. Diversity, III. Institutional Beliefs &amp; Values D. Cultural Enrichment  <b>Related Documents:</b>  <a href="#">ED 460 Outline for Research Paper Spr. 2020.docx</a>  <a href="#">ED 460 Research Paper Guidelines 2020.docx</a>  <a href="#">ED 460 Research Paper Rubric.docx</a>  <b>Research Paper - Reading Methods (363) Literacy Philosophy Paper:</b> Students develop a literacy philosophy and reflect on their own values and beliefs regarding literacy development. Paper requires multiple forms of research.  <b>Target:</b> 85% score 80-percent or better  <b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p>	<p><a href="#">ED 460 Outline for Research Paper Spr. 2020.docx</a>  <a href="#">ED 460 Research Paper Guidelines 2020.docx</a>  <a href="#">ED 460 research papers scores Fall 2019.docx</a>  <a href="#">ED 460 research paper 2020 scores.docx</a></p> <p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  2013 - 92% met criterion  2014 - 20% did not meet criterion  Fall 15: 84% met benchmark  Winter 16: 92% met benchmark  Fall 17: 84% met benchmark  Winter 2018: all but one student met benchmark  Fall 2018: 100% of students met benchmark  Fall 2019 / Winter 2020: Ashland based students 95% met benchmark  Winter 2020: Satellite students 100% met benchmark (03/23/2016)  <b>Related Documents:</b>  <a href="#">ED 363 scores Literacy Philosophy Paper 2019-20 .docx</a></p>	<p>feedback and an opportunity to revise. (10/17/2020)</p> <hr/> <p><b>Action Taken:</b> Students provided time to revise paper after receiving feedback from the instructor. (10/17/2020)  <b>Action Taken:</b> Intentional scaffolding of research writing including librarian support. (05/01/2018)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">Literacy Philosophy Assignment-1.docx</a>  <a href="#">ED 363 Winter 2020.pdf</a>  <a href="#">ED 363 scores Literacy Philosophy Paper 2019-20 .docx</a></p> <p><b>Course Assignment - ED 493</b>            Research Paper degree students  <b>Target:</b> 90% score proficient or better on university writing rubrics</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success C. Civic Engagement, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">2018 scores research papers ED 493.docx</a>  <a href="#">ED 493 Syllabus F19 copy.pdf</a>  <a href="#">ED 493 scores 2019 Research papers (3).docx</a></p>	<p><a href="#">ED 363 Winter 2020.pdf</a></p> <p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met            2018: Average score 22.8 out of 25 (04/15/2019)</p> <p><b>Related Documents:</b>  <a href="#">2018 scores research papers ED 493.docx</a>  <a href="#">ED 493 scores 2019 Research papers (3).docx</a></p>	<p><b>Action Taken:</b> Individual meetings with the instructor to review paper. Students provided opportunity to revise. (10/17/2020)</p> <hr/> <p><b>Action Taken:</b> Intentional partnership with Dale Vidmar from library services (04/15/2019)</p>
	<p><b>Research Paper - ED 416</b> Students in the licensure program will identify a</p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met</p>	<p><b>Action Taken:</b> Video training with Dame Vidmar during spring</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p>line of inquiry in the fall term and write a draft research paper. After receiving feedback from their supervisor/guide leader, they will revise during winter and spring terms.</p> <p><b>Target:</b> 90% score proficient on University writing / research rubrics (2018)</p> <p>2019: scoring based on overall process. Goal 90% score at least 90%</p> <p><b>Notes:</b> New assignment in 2017-18</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Related Documents:</b>  <a href="#">2018 scores research papers ED 416 licensure.docx</a>  <a href="#">Research Paper 2020-21.docx</a>  <a href="#">ED 416 research paper scores 2019.docx</a></p>	<p>2018: all students scoring 3-4 on 4-point rubrics  2019: scoring based on overall process. Goal 90% score at least 90% (04/15/2019)</p> <p><b>Related Documents:</b>  <a href="#">2018 scores research papers ED 416 licensure.docx</a>  <a href="#">ED 416 research paper scores 2019.docx</a></p>	<p>orientation. Two additional workshops over the summer to encourage students to start early. (10/17/2020)</p> <hr/> <p><b>Action Taken:</b> Students were given the task to score their own research writing using university rubrics. Instructors' scores based on the overall process and final reading. (10/01/2019)</p> <hr/> <p><b>Action Taken:</b> Intentional partnership with Dale Vidmar in library services (04/15/2019)</p>
<p><b>Community Service</b> - Engage in the community through service projects and field work in schools and other educational settings.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2015 2016</p> <p><b>Start Date:</b> 10/14/2015</p> <p><b>End Date:</b> 06/17/2016</p>	<p><b>Capstone Project/Thesis</b> - ED 409</p> <p>Capstone - Students will conduct a community based learning project in which they demonstrate key knowledge of education outcomes and leadership skills.</p> <p><b>Target:</b> 80% will score proficient or above on rubric</p> <p><b>Notes:</b> Degree students only</p>	<p><b>Reporting Period:</b> 2019 2020</p> <p><b>Result Type:</b> Target Met</p> <p>2015: 70% of Degree students met benchmark  2017: 96% met benchmark in one course section; 44% met benchmark in the second course section  2018: 92% of Degree students met benchmark  2019: 90% of Degree students met benchmark  2020: 88% of Degree students met benchmark (03/27/2016)</p>	<p><b>Action Taken:</b> The Capstone Project is now implemented and completed in just one term rather than two terms. Adjustments were made to provide additional support to students to help them organize their time and the components of the Capstone Report. This pre-writing process</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success C. Civic Engagement, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values B. Economic Vitality, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">ED409 Final 2019 and 2020Capstone Paper scores.docx</a></p> <p><b>Field Placement/Internship - ED 417 and 418 Student Teaching:</b> Half-day placement in winter term. Full-day placement in spring term. Evaluations include midterm and final conference  <b>Target:</b> 95% of student teachers will score at developing or above on rubric in Winter Term.  95% of student teachers will score at proficient or above on rubric in Spring Term.  <b>Notes:</b> Licensure students only</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective -</b></p>	<p><b>Related Documents:</b>  <a href="#">Capstone example 2015.doc</a>  <a href="#">Capstone SOAR poster 1 - 2015.pdf</a>  <a href="#">Capstone SOAR poster 2 - 2015.pdf</a>  <a href="#">Capstone SOAR poster 3 - 2015.pdf</a>  <a href="#">ED 409 Winter 2015 Syllabus.docx</a>  <a href="#">ED 409 Capstone Syllabus SP2015.doc</a>  <a href="#">2018 scores Capstone.docx</a>  <a href="#">ED409 Final 2019 and 2020Capstone Paper scores.docx</a></p> <p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Met  2017: 83% met benchmark  2018: 100% of students met benchmark  2019: 100% of students met benchmark  2020: 100% of students met benchmark (05/01/2018)</p> <p><b>Related Documents:</b>  <a href="#">ED 417Half Day Student Teaching 4.8.18.docx</a>  <a href="#">2017-18 EE candidate assessment data.xlsx</a>  <a href="#">2019-20 EE candidate assessment data (2).xlsx</a>  <a href="#">2018-19 EE Program Report.docx</a></p>	<p>was awarded points along with the final paper and the presentation. (10/14/2020)</p> <p><b>Action Taken:</b> Additional face to face writing course established. Review of course workload to better support students' abilities to reach potential. (05/01/2018)</p> <p><b>Action Taken:</b> Training for guide leaders to norm across the various field observation and evaluation forms. providing flexibility for meetings with small guide groups to enhance energy and enthusiasm. (10/17/2020)</p> <p><b>Action Taken:</b> Intensive training on professional dispositions provided to student teachers and cooperating teachers. Additional training for supervising guide leaders to better support students in the field. (05/01/2018)</p>

Outcomes	Means of Assessment	Results	Actions Taken
	<p><b>select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success C. Civic Engagement, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b>  <a href="#">2018-19 EE Program Report.docx</a>  <a href="#">2019-20 EE candidate assessment data (2).xlsx</a></p> <p><b>Performance Task</b> - ED 418 edTPA: Extensive performance and written evaluation scored nationally. Required for license to teach in Oregon.  <b>Target:</b> 90% of student teachers will pass based on state cut score.  <b>Notes:</b> Licensure students only  <b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future  <b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity</p> <p><b>Related Documents:</b>  <a href="#">2018-19 EE Program Report.docx</a>  <a href="#">ES 2020 edTPA Summary of Scores.docx</a></p>	<p><b>Reporting Period:</b> 2019 2020  <b>Result Type:</b> Target Not Met  2017: 78% met benchmark  2018: 95% met benchmark  2019: 79% met benchmark (05/01/2018)</p> <p><b>Related Documents:</b>  <a href="#">Elementary Education .pdf</a>  <a href="#">Score report EE elem. edu.docx</a>  <a href="#">2017-18 EE candidate assessment data.xlsx</a>  <a href="#">ES 2020 edTPA Summary of Scores.docx</a></p>	<p><b>Action Taken:</b> Workshops done virtually and recorded for access in future months when students need the review of information from earlier workshops.  (10/17/2020)</p> <hr/> <p><b>Action Taken:</b> Workshops expanded to include specific sessions for early childhood and elementary education.  (10/07/2019)</p> <hr/> <p><b>Action Taken:</b> Adjustments in the workshop preparation process for longer more interactive sessions.  (05/01/2018)</p>

Outcomes	Means of Assessment	Results	Actions Taken
<p>attitudes, values, and assumptions and explore diverse cultural views, perspectives, and practices.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Assessment Year(s):</b> 2015 2016</p> <p><b>Start Date:</b> 10/14/2015</p>	<p>Multicultural Education: Students will identify characteristics and perspectives of diverse cultures and learners through research papers and essays.</p> <p><b>Target:</b> 75% will score proficient or above based on a four-point rubric</p> <p><b>Maps to Strategic Direction Goal - select all that apply (if any):</b> SD1 Goal 1: Develop curriculum &amp; provide learning experiences that prepare all learners for life and work in an evolving future</p> <p><b>Maps to Core Theme Objective - select all that apply (if any):</b> I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs &amp; Values D. Cultural Enrichment, III. Institutional Beliefs &amp; Values E. Well-being</p> <p><b>Related Documents:</b></p> <p><a href="#">ED 460 AdamsSp14.doc</a></p> <p><a href="#">ED 460 Outline for Research Paper Spr. 2020.docx</a></p> <p><a href="#">ED 460 Research Paper Guidelines 2020.docx</a></p> <p><a href="#">ED 460 Research Paper Rubric.docx</a></p> <p><a href="#">ED 460 research papers scores Fall 2019.docx</a></p> <p><b>Exam</b> - ED 431: Essay exam in which students document content knowledge regarding English Language Learners as well as metacognitive review of their cultural competency growth during the course.</p> <p><b>Target:</b> 90% of students will score proficient or above.</p>	<p><b>Result Type:</b> Target Met</p> <p>Spring 13: 57% met benchmark</p> <p>Spring 14: 82% met benchmark</p> <p>Fall 15: 84% met benchmark</p> <p>Winter 16: 92% met benchmark</p> <p>Fall 17: 84% met benchmark</p> <p>Spring 18: 83% met benchmark</p> <p>Fall 18: 92% met benchmark</p> <p>Winter 19: 100% met benchmark (05/01/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Multicultural Education Research Paper Assignment.docx</a></p> <p><a href="#">ED 460 Research Paper 2018.19 scores.docx</a></p> <p><a href="#">ED 460 research papers scores Fall 2019.docx</a></p>	<p><b>Action Taken:</b> Additional writing tools provided to students in the initial stage (outline, APA citations, etc.) (10/17/2020)</p> <p><b>Action Taken:</b> Continued with additional supports on the process of research writing. Significant feedback provided on initial drafts. (05/01/2018)</p>



<i>Outcomes</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
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**Notes:** New addition in 2020-21  
**Maps to Strategic Direction Goal - select all that apply (if any):** SD4 Goal 2: Establish supportive pathways to increase access; retention & success of learners from underrepresented backgrounds  
**Maps to Core Theme Objective - select all that apply (if any):** I. Student Learning and Success A. Critical Thinking, I. Student Learning and Success B. Professional Preparation, I. Student Learning and Success D. Curiosity and Creativity, III. Institutional Beliefs & Values A. Diversity, III. Institutional Beliefs & Values D. Cultural Enrichment  
**Related Documents:**  
[ED 431 Where I Stand 2020 Rubric.docx](#)

## 2020-21 Graduate Program Assessment Report Guidelines

### Graduate Program Assessment Report Requirements:

Respond to the following items in a narrative report. Please label each item in your report with the corresponding item number and letter from the outline below. **Submit your 2020-21 Assessment report to Kristin Nagy Catz at [nagycatzk@sou.edu](mailto:nagycatzk@sou.edu) (for shared storage in the Improve file repository) by March 9<sup>th</sup>.**

#### I. **Alignment of Program Outcomes**

- A. Describe how the program's learning outcomes align with its mission and the University's mission. *[Improve: Mission is entered]*
- B. Briefly describe the extent to which program outcomes are measurable. *[Improve: Has a suitable number of outcomes in multiple areas, appropriately designated as to content/discipline specific knowledge, skills, or dispositions. Outcomes are operationally defined in performance-based terms (i.e. what graduates of the program will know and be able to do) and in measurable terms and at the right level of granularity.]*
- C. Describe how well the program's goals align with institutional core themes. Briefly describe your progress toward adjusting and enhancing your program's learning outcomes to align with SOUs related themes which include the new core themes and goals within the strategic directions. Briefly describe the process you used or are using. *[Improve: Contains the mapping of program learning outcomes to both the University's core themes and the strategic directions.]*

#### II. **Assessment of Student Achievement**

- A. Describe how the assessments chosen provide evidence of successful achievement of program outcomes. *[Improve: At least one direct assessment (tests, presentations, papers, and performance tasks) is associated with each program outcome. Types of assessments are recorded. Outcomes are related to courses and level (Introduced, Teach and Assess, Refine and Apply) is specified. Acceptable standards of achievement (criterion) are recorded.]*
- B. Describe how well the outcome data collected is suited for use as a curricular and programmatic planning tool—is it easily applicable and transparent or is it highly technical and opaque? How could you improve the nature of the data you collect for assessment purposes?
- C. Describe the extent to which program faculty are engaged in assessing student achievement of program outcomes. What plans are in place to increase faculty engagement if needed? *[Improve: Contains minutes or notes from the relevant meetings.]*

#### III. **Dissemination of Outcome-Related Information**

- A. Detail how the program publishes and communicates outcomes to students, e.g. included in course syllabi and/or outlined in other handouts, discussed in required courses, included in program website or mission statement, etc. *[Improve: Contains examples of syllabi or other handouts that communicate outcomes to students.]*
- B. Describe additional methods the program could use to increase the dissemination of program outcomes to students. How are desired program outcomes communicated in the advising process? *[Improve: Contains relevant documents if any.]*

#### IV. **Continuous Improvement Efforts**

- A. Describe how the program uses data collected from outcome assessment to inform program improvement efforts. Provide specific examples of how the program has used outcome data in curricular and programmatic planning in the last year. *[Improve: The results are clearly presented, indicate the proportion of students attaining each level of achievement, and current results are explicitly compared to past results where applicable.]*

- B. Describe any improvements in student performance that resulted from assessment activities undertaken in the last year. Were the improvements the result of changes to classes, activities or measurement methods? Could improvements be due to other causes?
- C. Describe the extent to which the program integrates the measurement of student achievement of program outcomes into its vision and operations. For instance, does curricular review and planning occur on a routine, scheduled basis? Is the curricular review and development process closely tied to the assessment of student learning outcomes? How could integration be improved? *[Improve: Provide specific descriptions of current and intended improvements related to assessment results (e.g., dates of implementation, where in curriculum they will occur, who will implement them.) Note any outcomes where based on the data, no improvements were needed.]*

V. **Reflection**

Based on this evaluation, what barriers/challenges/opportunities do you see to implementing assessment initiatives in your program? Have there been significant resource or personnel changes to your graduate program over the course of the last year? How can Graduate Council or the Director of University Assessment help?

## Graduate Program's Annual Assessment Review Rubric 2020-21

Indicate the status of the program's assessment efforts in the following categories.

Assessment Element	Current Status – Circle One			Evidence in Improve
	Robust	Established	Beginning	
I. A. Program outcomes align with program's and University's mission	Program outcomes aligns fully with both missions	Some alignment exists between program outcomes and missions	Program outcomes are not well aligned with missions	Mission statement entered
I. B. Program outcomes are measurable and well-defined	All program outcomes are measurable and well-defined	Most program outcomes are measurable and well-defined	Few program outcomes are measurable and well-defined	Outcomes entered
I. C. Program outcomes align with related themes (core themes and strategic direction goals)	Program outcomes are aligned with new themes and evidence exists that outcomes were revised, added or considered	Some program outcomes appropriately align with new themes or evidence does not exist that outcomes were revised, added, or considered	No evidence exists that the program has begun to address the new themes or outcomes are aligned to inappropriate themes	Outcomes mapped to related themes
II. A. Each program outcome has appropriate outcome assessments with appropriate targets	All outcomes have assessments with appropriate targets	Some outcomes are assessed and have appropriate targets.	Few or no outcomes are assessed and have appropriate targets	Assessments with targets included
II. B. Program outcome data is suitable for analysis	Data collected provides a comprehensive understanding as it applies to assessment activities, and all program outcomes have suitable results	Data collected provides a partial or limited understanding as it applies to assessment activities, and some program outcomes have suitable results	Data collected does not provide an understanding as it applies to assessment activities, and No program outcomes have results or results are not suitable	Specific assessments and results are entered
II. C. Program staff are engaged in assessing program outcomes	All program staff engage in assessment activities	Most program staff engage in assessment activities	Few program staff engage in assessment activities	Related documents uploaded
III. A. Program communicates outcomes to students, staff and/or community in appropriate ways.	All program outcomes are communicated to students, staff, supervisor, and/or others in multiple ways appropriate to your program (online, in buildings, in newsletters, etc.)	Program outcomes are only partially communicated to students, staff, supervisor, and/or others	Program outcomes are not communicated to students, staff, supervisor, and/or others	Related documents uploaded
III. B. Additional Methods to disseminate program outcomes to students	All program outcomes are communicated to students during advising	Some program outcomes are communicated to students during advising	No program outcomes are communicated to students during advising	Related documents uploaded
IV. A. Program applies data from assessment results to new program improvement plans, and program improvement(s) plans have been implemented	Program improvement plans exist and are clearly informed by assessment results, and program improvement(s) have been implemented and documented	Program improvement plans partially exist or are not informed by assessment, and program improvement(s) currently being studied or planned but not yet implemented	Program improvement plans do not exist, and program improvement(s) not made or not planned	Action(s) Taken entered in results and outcomes, assessments, and/or targets have been added and/or redefined.
IV. B. Program improvements in student performance that resulted from assessment activities	Initiatives to improve student achievement have been effective.	Initiatives to improve student achievement have been somewhat effective.	Plans made for initiatives to improve student achievement.	Related documents uploaded
IV. C. Program integrates the assessment process into its vision or operations	Assessment process is fully integrated in the program's vision or operations	Assessment process provides some value to the program's vision or operations	Assessment process plays little to no role in the program's vision or operations	If desired related documents uploaded

## 2019-20 Support Program Review Guidelines

### Support Program Review Requirements:

Respond to the following items in a narrative report. Please label each item in your report with the corresponding item number from the outline below.

***You will submit your 2019-20 Support Program Review to Chris Stanek (for shared storage in the TracDat/Improve file repository. We expect to adhere to the regular deadline of July 15<sup>th</sup>, but if this date does not work for you please contact Kristin Nagy Catz. We understand that programs may need to adjust their expectations for their assessment work based on the resumption of university operations during Spring term.***

### I. **Alignment of Program Outcomes**

- A. Describe how the program's outcomes align with the program's mission and the university's mission. *[TracDat/Improve: Mission is entered]*
- B. Briefly describe the extent to which outcomes are measurable and well-defined. *[TracDat/Improve: Outcomes for multiple areas of the program are entered, defined and appropriately grouped. Outcomes are operationally and strategically defined in performance-based and measurable terms and at the right level of granularity and quantity]*
- C. Program Outcomes align with related Strategic Direction Goals. Briefly describe how your program's outcomes align with SOUs goals within the strategic directions located in "Related Themes" in Improve. *[TracDat/Improve: Strategic Direction Goals are selected for each outcome and means of assessment]*
- D. Program Outcomes Match Related Core Themes. Briefly describe how your program's outcomes align with "Related Themes" in Improve. *[TracDat/Improve: Core Themes are selected for each outcome]*

### II. **Assessment of Outcomes**

- A. Describe how each program outcome has appropriate assessments with appropriate targets. *[TracDat/Improve: At least one outcome assessment is associated with each program outcome. Types of assessments are appropriate. Acceptable targets are recorded.]*
- B. Describe data collected to analyze your outcomes. Do you have results for all of your program outcomes? Is the data current? How could you improve the nature of the data you collect for assessment purposes? *[TracDat/Improve: Results from current assessment year are entered for all program outcomes]*
- C. Describe how your program's data is appropriate for analysis of its outcomes. How does the data provide evidence that you are achieving your program outcomes? *[TracDat/Improve: Appropriate Results are entered for all program outcomes]*

### III. **Communication and Continuous Improvement Efforts**

- A. Describe the extent to which program personnel are engaged in assessing program outcomes (N/A if only one staff member in the program). *[TracDat/Improve: Contains minutes or notes from relevant meetings that demonstrate engagement of program staff.]*
- B. Describe the extent to which the program integrates the results of its assessment process into its operations. How could this integration be improved? *[TracDat/Improve: Provide specific descriptions of current and intended improvements related to assessment results (e.g., Where and when will they occur? Who will implement them?) Based on the data collected, notate any outcomes where no improvements are needed.]*
- C. Describe how the program applies data from assessment results to inform program improvements. Provide specific examples. If specific examples are not available, please explain your program's future plans. Were improvements the result of changes to operations, procedures or

measurement methods? *[TracDat/Improve: The results are clearly presented, and current results are explicitly compared to past results when possible.]*

#### IV. **Reflection**

Based on this evaluation, what barriers/challenges/opportunities do you see to implementing current and future assessment initiatives in your program? How can the Support Program Assessment and Review Committee (SPARC) help?

For use only by SPARC for evaluation purposes

**Support Programs Annual Assessment Review Rubric 2019-20**

Indicate the status of the program's assessment efforts in the following categories.

Assessment Element	Current Status – Circle One				Evidence in Improve
	Fully Established	Established	Developing	Beginning or non-existent	
I. A. Program outcomes align with program's and University's mission	Program outcomes align fully with both missions. <i>(The connections need to be explicitly stated and discussed.)</i>	Some alignment exists between program outcomes and one or both missions	Program outcomes are not well aligned with one or both missions	Program outcomes are not aligned with either mission	Mission statement entered
I. B. Program outcomes are measurable and well-defined	All program outcomes are measurable and well-defined. <i>(The outcomes need to have a depth and breadth to be well-defined.)</i>	Most program outcomes are measurable and/or well-defined	Few program outcomes are measurable and/or well-defined	Program outcomes are not measurable and/or well-defined	Outcomes entered
I. C. Program outcomes appropriately align with related strategic direction goals	All relevant program outcomes are appropriately aligned with strategic direction goals	Most program outcomes are appropriately aligned with strategic direction goals. <i>(If a program appears to over map their outcomes, score them in this category and be sure to suggest that they carefully select the most salient SDs)</i>	Few program outcomes are appropriately aligned with strategic direction goals	Program outcomes are not aligned with strategic direction goals	Outcomes mapped to strategic direction goals
I. D. Program outcomes appropriately align with related core themes	All relevant program outcomes are aligned with core themes	Most program outcomes are appropriately aligned with core themes. <i>(If a program appears to over map their outcomes, score them in this category and be sure to suggest that they carefully select the most salient core themes)</i>	Few program outcomes are appropriately aligned with core themes	Program outcomes are not aligned with core themes	Outcomes mapped to core themes
II. A. Each program outcome has appropriate outcome assessments with appropriate targets	All outcomes have outcome assessments with appropriate targets. <i>(Need to have multiple outcomes assessments that give a full picture of the outcome)</i>	Most outcomes have outcome assessments with appropriate targets.	Few outcomes have outcome assessments with appropriate targets.	No outcomes have outcome assessments with appropriate targets	Outcome Assessments with targets included
II. B. Program is collecting current data for analysis of all outcomes	Data is current and collected for all outcomes	Data is current and collected for most outcomes	Data is current and collected for few outcomes	Data are not current and/or not collected for any outcomes	Results are entered for current assessment year
II. C. Data is appropriate for analysis of program outcomes	Data is appropriate for analysis of all program outcomes	Data is appropriate for analysis of most program outcomes	Data is appropriate for analysis of few program outcomes	Data is not appropriate for analysis of any program outcomes	Results with related documents are entered
III. A. Program staff are engaged in assessing program outcomes (n/a if only	Evidence exists that all program staff engage in assessment	Evidence exists that most program staff engage in	Few program staff engage in assessment activities	Minimal or no staff engagement in assessment activities	Related documents uploaded

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one staff member)	activities	assessment activities			
III. B. Program integrates the assessment process into its operations	Assessment process is fully <b>integrated in the program's operations</b>	Assessment process is clearly a part of the <b>program's operations</b>	Assessment process is not clearly a part of the <b>program's operations</b>	Assessment process plays no role in the <b>program's operations</b>	If desired related documents uploaded
III. C. Program applies data from assessment results to program improvements	Program improvements are implemented and informed by assessment results	Program improvements are implemented but not necessarily informed by assessment results	Program improvements plans are identified but not implemented	Program improvement plans do not exist	Action(s) taken entered and assessments and/or targets have been added and/or adjusted