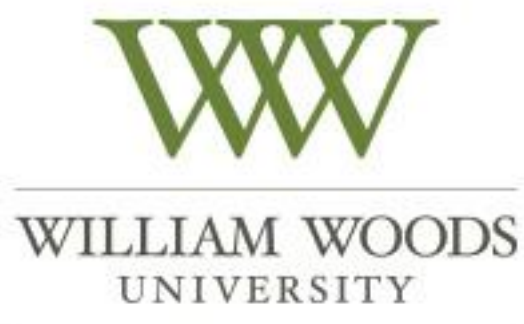


Handbook for Academic Assessment



Revised MARCH 2020

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Historical Perspective

William Woods University draws much strength from a rich heritage of challenge and renewal. Responding in 1870 to the plight of female children orphaned by the American Civil War, members of the Christian Church founded a “Female Orphan School” at the site of a former “Female Academy” established in 1848 by frontier Platte County residents. Irreparably damaged by fire in 1889, the school relocated to Fulton, Callaway County, Missouri, and provided elementary and secondary programs for females in residence and for some males as day students. Known briefly as “Daughter’s College,” the institution, in 1900, assumed the name of “William Woods College,” discontinuing its elementary program and adding a two-year college curriculum. The new name honored a Missouri physician and banker who, out of commitment to providing educational opportunities for young women, endowed the small college with resources sufficient to usher it into the higher education phase of its development.

During the first six decades of the twentieth century the two-year college curriculum gradually shifted its focus from preparing “young ladies” for domestic and community responsibilities to preparing increasing numbers of its students for senior college work at other institutions. The secondary program continued until 1929. A major fire in 1956 once again threatened the continued existence of the institution. This adversity actually firmed the resolve of a broad constituency and stimulated substantial expansion of the physical facilities. More welcome challenges were found in preparing women for rapidly changing professional and civic roles and in enabling working women and men to meet recurrent educational demands. A four-year degree program was first offered in 1962. In 1993 the institution provided its first master’s level program and renamed itself “William Woods University.” The institution began its migration to co-education in 1992 and became fully coeducational in 1996.

While the institution’s mission and name evolved along with changing circumstances, certain institutional values and traditions proved more persistent. An independent institution, chartered by the State of Missouri, governed by a self-perpetuating board of trustees, and in ongoing covenant relationship with the Christian Church (Disciples of Christ), the University remains committed to serving the public good. In support of a democratic society and free-market economy, the University continues to assure the intellectual freedoms of teaching and learning while helping individual students link intellectual development with the responsibilities of citizenship and professional life. True to its tradition of excellence in the education of women, the University maintains and promotes a learning environment in which the worth and potential of both women and men are given due recognition. Emulating past contributions and accomplishments, William Woods University faces the present and future in the spirit of vigilant renewal.

Mission and Beliefs

Mission:

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Vision:

The vision of William Woods University is to be recognized as a progressive and growing leader in higher education, fiscally healthy, and achieving quality in aspects of institutional life, while cultivating highly respected, innovative and unique programs.

Core Values:

The University has identified five core values that guide all planning and that establish institutional priorities:

- **Living and Learning Environments:** The University is committed to developing and maintaining living and learning environments that support and enhance learning experiences in all learning modalities.
- **Academic Excellence:** The University seeks excellence in both its undergraduate and graduate programs throughout all delivery formats. Academic excellence is promoted by providing necessary resources and by creating a challenging curriculum.
- **People-Centered:** The University seeks to develop a culture that enriches the lives of its stakeholders, provides access to learning, service, development, and promotes an ethical life.
- **Student Experience:** The University is committed to providing student experiences both in and outside of the classroom that support the mission of the University and that place a strong emphasis on student engagement in the communities in which they reside.
- **Resources:** The University is committed to sound fiscal policies that lead to effective planning and budgeting.

Educational Philosophy

Underlying the educational programs of William Woods University are the following philosophical assumptions and commitments:

1. The ultimate value of an educational program is the degree to which it develops the potential of human individuals and groups.
2. Competence in mathematics and in written and oral communication undergirds the potential for progressively more independent learning.
3. A diverse knowledge base in the humanities, arts, natural sciences, and behavioral sciences illuminates the human experience and enhances the student's problem-solving and creative abilities.
4. Teaching and learning appropriate to a higher education setting move students beyond comprehension and application of knowledge to a more critical analysis, synthesis, and evaluation.
5. In a democratic society, it is important that institutions of higher education, while diverse in control and program emphasis, assure the intellectual freedoms of teaching and learning and assist students in linking their intellectual development with the responsibilities of citizenship and professional life.

6. In an increasingly diverse society, students will learn best as part of a student body and in the context of a curriculum that are heterogeneous enough to stimulate critical thought and an appreciation for human diversity but homogeneous enough to maintain a sense of community.
7. For the traditional-aged undergraduate student, a residential experience and participation in co-curricular activities compound the learning associated with the academic curriculum.
8. In contemporary American society, students benefit from a learning environment where their worth and potential as individuals are recognized; which is collaborative and cooperative; in which participatory methodologies are encouraged; and where there is an abundance of positive intellectual, personal, social, and professional role models.
9. In a democratic society, opportunities for recurrent education must provide educational access to adults and non-traditional students who are unable to gain access to such opportunities in traditional formats and settings.
10. In a society characterized by increasingly changing, increasingly sophisticated, and increasingly complex workplaces, graduate level preparation must be directed toward proficiency in the advanced application of new and contemporary theoretical knowledge in professional settings.

Academic Assessment Philosophy

The university recognizes the “Endorsed Principles for Effective Assessment of Student Achievement” developed through collaboration between Higher Education Associations (AACC, AACSC, ACE, AAU, APLU, NAICU) and Regional Accrediting Commissions (MSCHE, NEASCI-CIHE, NCA-HLC, NWCCU, SACS, WASC-ACCJC, WASC-ACSCU) adopted July 2013.

Federal Law requires that a higher education institution undergoing accreditation provide evidence of “success with respect to student achievement in relation to the institution’s mission.” Both aspects of this requirement—the insistence upon achievement, and the tailoring to institutional mission—are critically important. The demonstration of quality is a fundamental responsibility of all colleges and universities, but both the kinds of quality and the methods used to measure it will differ depending on the mission of the institution.

More specifically, though the exact content of these criteria and the methods for measuring them will differ, all institutions should be expected to provide evidence of success in three domains:

1. Evidence of the student learning experience. Institutions should be able to define and evaluate how their students are learning: more specifically, institutions should be able to describe the kinds of experiences that they expect students to have inside and outside the classroom. Relevant evidence may pertain to targets for the kinds of reading and writing assignments that students should complete; levels of personal interaction with faculty members; residential and/or co-curricular components of the learning experience, and other learning experiences that the institution deems relevant to its mission.
2. Evaluation of student academic performance. Institutions should be able to define meaningful curricular goals, and they must have defensible standards for evaluating whether students are achieving those goals. Appropriate methods for the assessment of student work may include,

among other approaches, meaningful and rigorous faculty evaluation and grading or external benchmarking.

3. Post-graduation outcomes. Institutions should be able to articulate how they prepare students consistently with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data about whether they are meeting these goals. Relevant kinds of data may include completion rates, job placement rates, levels of post-graduation civic participation, kinds of jobs and vocations chosen, surveys pertaining to alumni satisfaction and success, and data on other post-graduation goals relevant to the institution's mission.

The accreditation process needs to allow institutions flexibility with regard to the methods for measuring progress toward these goals. It is a mistake to conflate particular means for measuring goals with the achievement of those goals. Measures of all kinds will work best if they are integrated into the teaching and administration of colleges and universities, analyzed on a regular basis, and summarized in the accreditation process.

William Woods University Assessment Committee

As outlined in the William Woods University Assessment Handbook, the Assessment Committee is responsible for guiding the process of academic assessment across the campus in an effort to enhance student learning and facilitate the continuous improvement of academic programs. The committee will review program level assessment plans for all academic programs and provide recommendations for plan improvements to department chairs, program directors, and department faculty. In recognizing the diversity of disciplines at WWU, the committee is committed to an assessment process that is faculty driven, student centered and meets the needs of our unique program structure.

About:

The committee is housed under the VP of Undergraduate Academics and the Chief Academic Officer of the University.

Purpose:

The committee encourages, supports and guides the growth of effective student learning outcomes assessment practices at the institution.

Membership Criteria:

The Associate Dean of Academic Assessment is appointed by the VP Academic Affairs, but all other members are full-time faculty volunteers.

Charge to the members:

The committee is charged with encouraging, supporting and guiding the growth of effective student learning outcomes assessment practices at William Woods University. The committee is also responsible for guiding the development and integration of student learning outcomes assessment as part of the university-wide assessment and evaluation system that is linked with planning and budgeting processes. The committee will review program level assessment plans for all academic programs and provide recommendations for plan

improvements to department chairs and program directors. The committee will also be responsible for working with Curriculum Committee on the General Education Assessment as needed.

Responsibilities include:

- Develop, monitor and evaluate implementation of the University Assessment Plan
- Develop or adopt research-based and or best practice guidelines that promote effective integration of learning outcomes assessment practices at course, program and campus levels.
- Review program assessment plans and annual reports to ensure that they meet university expectations
- Review program assessments for programs with external professional accreditation as a feedback support
- Facilitate sharing effective assessment practices within and between programs and departments
- Oversee the assessment management system for WWU that archives and tracks program-level learning outcomes assessment activities and the use of results for program improvement purposes, and
- Track and disseminate results of institutional assessments (NSSE, CLA...) to inform program improvements to enhance student learning.

Documents/Outcomes:

Assessment Handbook, General Education Assessment Plan, Assessment Report Archives

Academic Assessment Calendar

The following calendar lists the major assessments administered to students on campus, on line, and in adult cohort modules of instruction. Additional assessments might be used within programs or departments, but they are either not identified as an institutional assessment tool or not administered on a regular basis.

William Woods University Academic Assessment Calendar					
Assessment Event	Date of Administration	Type of Students	Responsibility Administration	Analysis	Administration Completion Date
CLA+	Fall odd years	Incoming Freshman	Assessment	Assessment, Academic Council, Faculty	Within 4 weeks of the start of the fall semester
CLA+	Spring even years	Graduating Seniors	Assessment	Assessment, Academic Council, Faculty	The last 4 weeks of the spring semester
NSSE	Spring Odd years	Traditional Campus Student	Assessment	Assessment, Academic Council, Student Life, Faculty	Spring Semester
Noel Levitz Priorities Survey for Online Learners	Spring Odd years	Online and Graduate students	Assessment	Assessment, Academic Council, Faculty	Spring Semesters
Annual Assessment Reports (Undergraduate and Graduate)	Spring	NA	Assessment	Academic Council, Assessment	Late Summer

Program Reviews (Undergrad and Graduate)	On a 5-3 year rotation	NA	Assessment, Academic Council, Graduate Academic Council	Academic Council, Graduate Academic Council, Assessment	March
End of Course Evaluations	End of every term	All Students	Faculty/UIT/Deans/ Program Directors	Faculty, Department Chairs, Deans, Program Directors,	20 days from the end of course.
Academic Advisor Survey	End of Fall and Spring Semesters	Traditional Undergraduate Students	Faculty/ UIT/ Academic Dean/ Directors	Faculty, Directors, Academic Dean	Fall and Spring Semester
Dissertation Advisor Survey	End of Fall, Spring, and Summer Semesters	Doctoral Students	Faculty/UIT/Deans/ Program Directors	Dissertation Advisors, Deans, School of Education Leaders	Fall, Spring, Summer Semesters
General Education Assessment	Spring	All Undergraduate Students	Curriculum Committee, Assessment, Faculty	Curriculum Committee, Assessment, Faculty	June
Alumni Survey					
Graduate: End of Program Review	Final course of program	Graduate	Deans	Deans	Fall/Spring/Summer
Online: Course Design Assessment	Ongoing		Undergraduate Dean, Graduate Dean	Undergraduate Dean, Graduate Dean	Ongoing
Online: Course Delivery Assessment	End of term	Undergraduate, Graduate	Deans, Assessment	Deans, Faculty, Assessment	Ongoing
Student Life Assessments					
Missouri Assessment of College Health Behaviors (MACHB)	Spring Odd years	Traditional Campus	Student Life	Student Life	February
Skyfactor Residential Assessment Survey	No schedule	Traditional Campus	Student Life	Student Life	As needed

Student Learning Outcomes Assessment Overview

Academic Affairs further defines its function in fulfilling the University's mission through the General Education Program (printed as Appendix A and Appendix B of this handbook) and through the requirements of degree and major program offerings (published on the University website). General education goals for undergraduate students emphasize written and oral communication, mathematics, critical thinking, meaning, value, cultural diversity, and a diverse knowledge base in the humanities, arts, and natural and social sciences. Traditional undergraduate major and minor programs, in addition to facilitating depth of learning and focused critical thinking, provide students with opportunities for career development. The objectives and goals of the graduate level professional programs for working adults provides respected, innovative and unique programs of student in a variety of formats, serves the community beyond the residential campus, creates national and international links to the university, fosters integration of theoretical and practical knowledge and provides the foundation for additional studies and higher degrees.

The Undergraduate Curriculum Committee manages the General Education assessment plan with the assistance of the Associate Dean of Academic Assessment. The committee determines the assessment format and the rotation for general education assessment. The committee is also integral in the analysis and

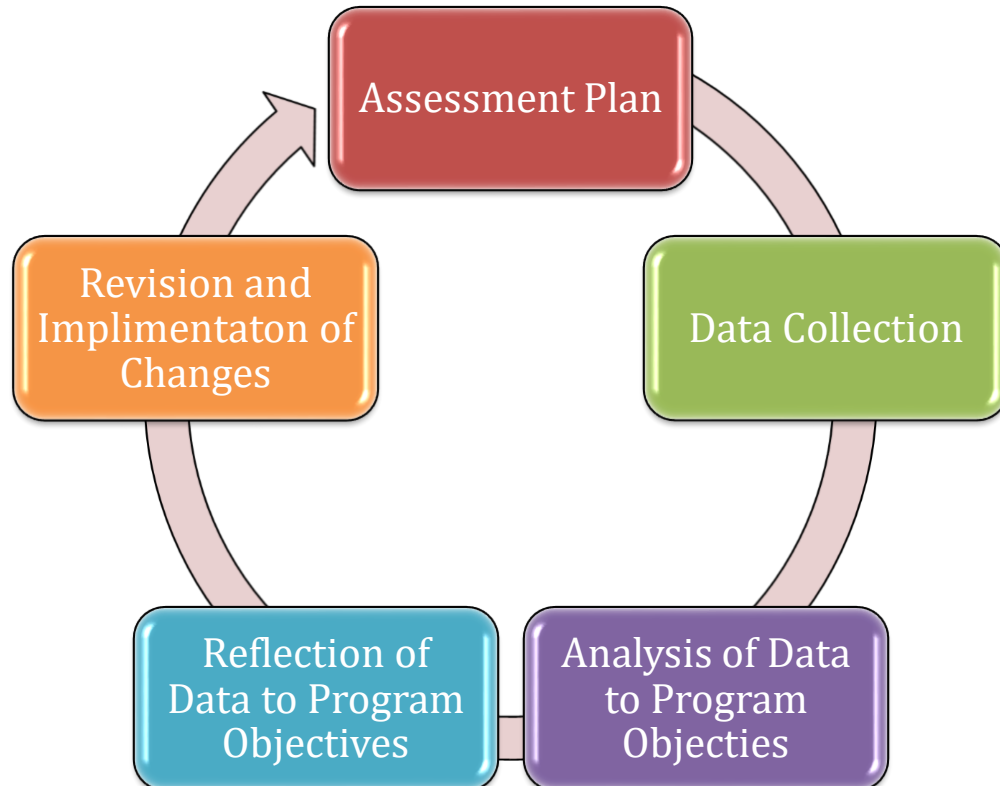
reporting of assessment data to the faculty at large. See Appendix C for the General Education Assessment plan.

Reviewing Major Programs

Annual Assessment Plans

All academic programs (undergraduate and graduate) complete an Annual Assessment plan as part of their Annual Assessment Report. The Plan consists of the first 4 pages within the assessment report software program and is completed at the beginning of the year. Starting Spring 2017 all Assessment Plans are housed in Watermarks', Assessment Insight System.

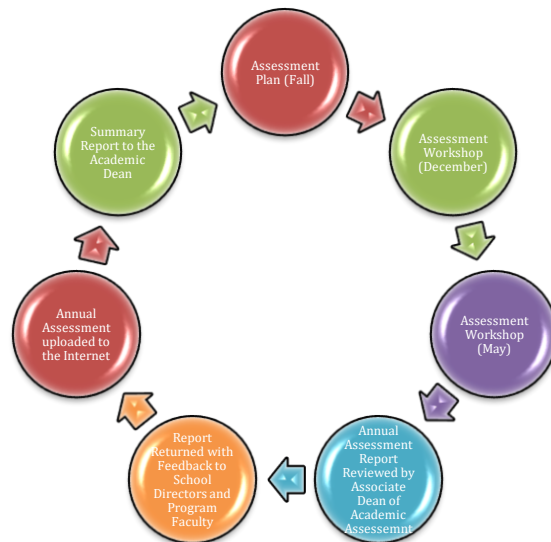
Program faculty collect data throughout the academic year as evidence of assessment. Undergraduate faculty include data from coursework, student performance reviews, senior showcase, LEAD events, and presentations related to program objectives. Graduate faculty include data from coursework, projects and outside assessment scores related to program objectives.



Undergraduate Assessment Reports

Annual Assessment Report

All undergraduate academic programs complete an Annual Assessment Report. The Annual Assessment is designed to document faculty collaboration on assessment of student learning objectives throughout the academic year through direct and indirect data. The Annual Assessment Report is due at the completion of the Spring semester and submitted to the Associate Dean of Academic Assessment and the respective School Director. All reports are evaluated and feedback is provided to program faculty and the specified School Director responsible for the content area. All identified Majors and stand-alone minors are required to submit the Annual Report.



Program Review

All undergraduate programs of study undergo a program review on a five-year cycle. The Associate Dean of Academic Assessment facilitates the Program Review process with the School Director and program faculty. The Undergraduate Academic Council members and the Academic Dean analyze all program reviews. All Program Reviews include a detailed review of the academics as well as the resources (financial, library, human) utilized by the program. Each program review includes an external review report as a neutral party to provide feedback and critique of the program. Program faculty respond to any comments made by the external reviewer before the report is submitted to Undergraduate Academic Council.



Graduate Assessment Reports

Annual Assessment Report

All graduate programs complete a Graduate Annual Assessment report using the same cycle as the undergraduate programs. The Graduate Annual Assessment is designed to document assessment of student learning objectives throughout the academic year with direct and indirect data. The Graduate Annual Assessment Report is due at the completion of the Summer semester and submitted to the Associate Dean of Academic Assessment. All reports are evaluated and feedback is provided to Program Managers and the Academic Dean.

Program Review

Graduate programs undergo a Program Review on a 5-year cycle. The Academic Council analyzes all program reviews and makes recommendations on program changes. Graduate program review includes the analysis of all resources (financial, human, and library) utilized by the program. Graduate Programs are part of the same rotation document to ensure that no programs fall through the cracks.

Managing the Academic Assessment Process

The assessment process provides useful and vital information to Academic Affairs personnel concerned with and responsible for maintaining and enhancing the quality of curriculum and instruction. The expertise and collaboration required for a successful assessment process calls for clear delineation of roles and responsibilities for all those involved.

Vice President of Academic Affairs & Dean of Undergraduate College

Ultimately responsible for curricular and instructional effectiveness in undergraduate programming, the Vice President will be responsible for the following:

- (1) Assure consistency between the assessment process and the University's stated mission and educational purposes.
- (2) See that the process is efficient in providing information useful to the improvement of curriculum and instruction.
- (3) Link assessment process information to curriculum management, faculty development, and institutional planning units and process.
- (4) Delineate the roles of others involved in academic assessment processes and supervise their performance.
- (5) Provide a timely and constructive written critique of all Program Reviews.
- (6) Provide for formative and summative critiques of the assessment process and assure useful revisions in a timely fashion.
- (7) Communicate relevant academic assessment information to institutional administrative and governance units, to external accrediting and governmental bodies, and to appropriate public constituencies.
- (8) Develop the institutional data bases necessary for institutional research.

Vice President of Academic Affairs & Dean of Graduate College

Ultimately responsible for curricular and instructional effectiveness of graduate programming, the Vice President will be responsible for the following:

- (1) Assure consistency between the assessment process and the University's stated mission and educational purposes.
- (2) See that the process is efficient in providing information useful to the improvement of curriculum and instruction.
- (3) Link assessment process information to curriculum management, faculty development, and institutional planning units and process.
- (4) Delineate the roles of others involved in academic assessment processes and supervise their performance.
- (5) Provide a timely and constructive written critique of all Program Reviews.
- (6) Provide for formative and summative critiques of the assessment process and assure useful revisions in a timely fashion.
- (7) Communicate relevant academic assessment information to institutional administrative and governance units, to external accrediting and governmental bodies, and to appropriate public constituencies.
- (8) Develop the institutional data bases necessary for institutional research.

Associate Dean of Academic Assessment

The Associate Dean of Academic Assessment will be responsible for the following:

- (1) Facilitate the continuing development, implementation, and critical review of the University assessment process.
- (2) Collaborate with faculty in the continuing development, implementation, and critical review of the various components of the assessment of student outcomes in general education.
- (3) Collaborate with School Directors to review course syllabi to assure program objectives are reflected and course objectives are stated and assessments explained.
- (4) Work with faculty, students, staff, administration, and board to increase levels of assessment knowledge.
- (5) Assist University programs with the assessment portion of accreditation.
- (6) Manage the University's assessment budget.
- (7) Coordinate the purchase of all assessment instruments and assure professional and ethical utilization.
- (8) Provide for editorial updates of the University's "Handbook for Academic Assessment."
- (9) Maintain Academic Affairs assessment program files.

University Assessment Committee

- (1) Develop, monitor and evaluate implementation of the University Assessment Plan
- (2) Develop or adopt research-based and or best practice guidelines that promote effective integration of learning outcomes assessment practices at course, program and campus levels.
- (3) Review program assessment plans and annual reports to ensure that they meet university expectations

- (4) Review program assessments for programs with external professional accreditation as a feedback support
- (5) Facilitate sharing effective assessment practices within and between programs and departments
- (6) Oversee the assessment management system for WWU that archives and tracks program-level learning outcomes assessment activities and the use of results for program improvement purposes, and
- (7) Track and disseminate results of institutional assessments (NSSE, CLA...) to inform program improvements to enhance student learning.

University Curriculum Committee for Graduate and Undergraduate Programs in all Modalities

The University Curriculum Committee will be responsible for the following:
(this group is elected by the undergraduate faculty)

- (1) Supervise proposed new majors, new minors or elimination of undergraduate programs; make recommendations to Academic Council and the Academic Dean for proposed changes.
- (2) Serve as custodian of the University General Education Program;
- (3) When charged by the Undergraduate Dean to do so, research and make recommendations about various curricular issues such as standard forms for syllabi, procedures for program reviews, minimum and maximum numbers of courses required for majors and minors, etc.

Directors

Directors have significant authority over and primary responsibility for the University's major program student outcome assessment process and the major programs review process and will be responsible for the following:

- (1) Collaborate with major/minor program faculty under their authority in designing, implementing, and critically reviewing major program outcomes.
- (2) Collaborate with major/minor program faculty under their authority in reviewing major program outcomes assessment information on student learning achievement for curricular and instructional improvement.
- (3) Collaborate with major/minor program faculty under their authority in designing, implementing, and submitting program reviews to the Vice President for Academic Affairs.
- (4) Collaborate with major/minor program faculty under their authority in designing and implementing major program capstone courses/experiences.
- (5) Budget major/minor program assessment costs.
- (6) Collaborate with the Associate Dean of Academic Assessment in the purchase and professional utilization of standardized assessment instruments.
- (7) Maintain departmental files of major/minor program student learning outcomes and of program review documents.
- (8) Collaborate with the Associate Dean of Academic Assessment to review course syllabi to assure program objectives are reflected and course objectives are stated and assessments explained.

Program Managers

Program Managers have secondary responsibility for the University's major program student outcome assessment process and the program review process. They are responsible for the following:

- (1) Collaborate with the School Director to design, implement and critically review major program outcomes.
- (2) Discuss program outcomes assessment information with faculty to ensure curricular and instructional improvement.
- (3) Collaborate with the School Director to design and implement program capstone courses/projects.
- (4) Collaborate with the School Director to purchase and utilize standardized assessment instruments.
- (5) Review assessment results of student learning outcomes.
- (6) Collaborate with the School Director to ensure the program objectives and course objectives are clearly stated and assessments explained within the syllabi.

Regional Coordinators

Regional Program coordinators support the Program Directors by working with graduate education students throughout the state of Missouri to accomplish the following:

- (1) Enhance the overall instructional quality of the graduate degree programs in education.
- (2) Provide academic and administrative support to the University and graduate education students.
- (3) Provide specific course and capstone assistance (i.e. field experiences, e portfolios, certification issues) for all graduate education cohort members on a regional and timely basis.
- (4) Provide adult students in all state locations with consistently high levels of facilitation and an overall challenging and high-quality graduate education experience that prepares them for success in their field.

Appendix A: General Education Objectives

General Education Requirement	Course	Common Studies Objective			
		1	2	3	4
Creative Expression: Students Develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.					
Communications	ENG 101	X			
	ENG 102	X			
	COM 101, 105,	X			
Fine and Performing Arts	ART, MUS, THA 100 & 200 level with a (A) designation	X			
Critical Analysis: Student apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.					
Critical Thinking	COM 220, COM 209, PHL 101, PHL 105, IFL 115, PHL 107, PLS 213, CMJ 180		X		
Meaning	ENG 202, ENG 205,ENG 210, ENG 215, ENG 218, ENG 222, ENG 226, ENG 234, ENG 238, ENG 239, ENG 280, HUM 213,		X		
Value (Ethical Reasoning)	BUS 214, BUS 329, CMJ 290, COM 250, COM 221, EXS 117, PHL 116, PLS 210, SCA 245,		X		
Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.					
Mathematics	MAT 112, MAT 114, MAT 118, MAT 124			X	
Natural Science	BIO 105, BIO 114, BIO 124, BIO 209, BIO 224, CHM 114, CHM 124, EXS 205, PHY 201, PHY 212, SCI 130, SCI 205,			X	
Society & the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.					
Historical Perspective	HIS 101, HIS 102, HIS 103, HIS 104, HIS 215, HIS 216, HIS 223, HIS 224, HIS 223				X
Social Science	CMJ 110, ECN 251, ECN 252, PLS 105, PLS 110, PSY 101, PSY 102, PSY 105, PSY 221, PSY 226, PSY 285, SWK 215,				X
Cultural Diversity	ASL 105, ASK 120, EDU 201,GEO 201, PHL 102, SCA 353, SPA 101, SPA 102,				X

General Education Rubrics by Content:

OBJECTIVE 1: Creative Expression (12 credits)

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

- Communication (3 credit hours)
- Fine Arts (3 credit hours)

Communication

Students will transmit information primarily in written or spoken form.

Examples of Evidence

Specifically, proficiency in the areas of:

- 1) Content;
- 2) Organization;
- 3) Style.

Fine Arts

Students will examine the products of human creativity in such endeavors as painting, sculpture, theater, and music.

Examples of Evidence

Specifically, students will:

- 1) Applies knowledge of processes and techniques to specific disciplines in the arts;
- 2) Demonstrates innovative and creative thinking to convey and/or interpret meaning;
- 3) Articulates an understanding of the creative process and the aesthetic principles that guide the arts.

OBJECTIVE 2: Critical Analysis: (9 credit hours)

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Critical Thinking

Students will use the principles of logic to develop analytical and reasoning skills

Examples of Evidence

Specifically, students will:

- 1) Identify the rhetorical features of an argument, including its logical principles (inference, argumentation, reasoning) and common fallacies;
- 2) Evaluate the quality of an argument on the basis of its application of logic and evidence;
- 3) Develop an argument that uses both logical principles and appropriate evidence.

Meaning

Students will analyze texts (broadly defined) in order to identify central theme and interpret underlying meaning

Examples of Evidence

Specifically, students will:

- 1) Identify basic communication components of the text;
- 2) Interpret the central meaning or theme of the text;
- 3) Support textual interpretation.

Value

Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas.

Specifically, students will:

- 1) Identify interested parties and their claims;
- 2) Locate cultural and/or historical bases of conflict;
- 3) Apply varied models and theories to approach moral dilemmas.

OBJECTIVE 3: Quantitative Inquiry: (10 credit hours)

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Natural Science

Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses.

Examples of Evidence

Specifically, students will:

- 1) Understand the nature of science; that science is a way of explaining the physical world through replicable physical evidence, and that scientific knowledge is simultaneously reliable and tentative;
- 2) Understand current theories /models used to explain natural phenomena;
- 3) Apply the scientific method as a means for discovering and be able to communicate those ideas;
- 4) Interpret the validity of scientific statements in the press; informed judgments about science-related topics and policies.

Mathematics

Students will solve problems through an analysis of quantitative relationships.

Examples of Evidence

Specifically, students will:

- 1) Select and apply commonly used mathematical terminology and theorems appropriately.
- 2) Evaluate the accuracy of statements concerning math concepts;
- 3) Use mathematical models to analyze problems from the world at large.
- 4) Manipulate and interpret quantitative data;

OBJECTIVE 4: Society & the Individual: (12 credit hours)

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Diversity

Students will analyze the traditions and values of a variety of cultures.

Examples of Evidence

Specifically; demonstrating proficiency in understanding:

- 1) Knowledge: Cultural Self-Awareness
- 2) Knowledge: Knowledge of Cultural World View Frameworks
- 3) Skills: Empathy
- 4) Skills: Verbal and Non-Verbal Communication

Social Sciences

Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.

Examples of Evidence

Specifically, students will:

- 1) Examine the ways culture, social structures, institutions or processes influence human behavior;
- 2) Examine the ways culture, social institutions, or processes influence a person's beliefs, assumptions, and values.;
- 3) Apply social science theory to interactions among individuals, community or society.

History

Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.

Examples of Evidence

Specifically, students will:

- 1) Identify well-defined historical periods and events;
- 2) Provide an analysis that addresses the key historical questions of causation, comparison, and interpretation;
- 3) Understand the basic methodology and sources of historians;
- 4) Communicate findings clearly.

Appendix B: General Education Checklist

Common Studies Requirements William Woods University

Students enrolled at William Woods full time in the Fall 2010 semester (or after) will complete the following requirements of the Common Studies program.

NOTES:

Common Studies requirements/Major requirements - Courses can count toward major and Common Studies requirements simultaneously. For example, ART 105 may be used to meet requirements for the Art Education major and for Common Studies.

The requirements for several components include 100-level and 200-level courses in various categories. A 100-level course is one with a course number from 100 and 199, such as English 101 or Math 114. A 200-level course is one with a course number from 200 and 299, such as English 205 or ECN 251.

A course cannot be used to fulfill more than one common studies requirement.

Communication

9 credits

(Grade) _____
ENG 101 English Composition I*
____ ENG 102 English Composition II
One of the following:
(Grade) _____
COM 101 Intro to Speech
(Grade) _____
COM 105 Voice and Diction
____ COM 209 Argumentation & Debate

*Students who have tested out of ENG 101 need only pass ENG 102 in order to satisfy the writing requirement.

**Courses will have “C” designation at the end of the course title.

Mathematics

Variable

Elementary Education Majors 6 credits
All other majors 3 credits

Must take a course with “M” designation at the end of the course title. Typically will be a 100/200 level course with a MAT prefix.

(cannot use MAT 101 or 102)

(Grade) _____

*Social Work majors are recommended to take MAT 114.

(Grade) _____

Value

3 credits

Must take a course in **Ethical Reasoning**; designated with “E” at the end of the course title.

(Grade) _____

Meaning

3 credits

Must take a course with “L” designation at the end of the course title. Typically will be a 100/200 level literature or film course with an ENG prefix.

cannot use ENG 100, 101, 102 [composition courses do not satisfy this requirement.]

(Grade) _____

Historical Perspective

6 credits

Any course with “H” designation at the end of the course title. Typically will be a 100/200 level course with a HIS prefix.

(Grade) _____

(Grade) _____

Critical Thinking

3 credits

Must take a course with “T” designation at the end of the course title. Typically will be a 100/200 level course with a HUM or PHL prefix.

(Grade) _____

Cultural Diversity 3 credits

Elementary/Middle/Special Education Majors:

(Grade) GEO 201 Regions and Nations I
or
(Grade) GEO 202 Regions and Nations II

All other majors:

Must take a course focused on Cultural Diversity; designated with “D” at the end of the course title.

(Grade) _____

NOTE: Students who qualify to begin a college foreign language at the II or higher level are considered to have met the Cultural Diversity requirement.

Creative & Aesthetic Sensibility 3 cr

Any course with “A” designation at the end of the course title. Typically will be a 100/200 level course from the following prefixes:

Art (ART)#
Music (MUS)#
Theatre (THA)

(Grade) _____

All Education majors must take at least three credits of ART or Music “A” designated course(s).

Natural Science 7 credits

Any course with “N” designation at the end of the course title. Typically will be a 100/200 level course from the following prefixes:

Biology (BIO)*
Chemistry (CHM)
Physics (PHY)
Science (SCI)

Required 2 lectures and 1 lab (Note: Lecture and lab courses must be taken together)

(Grade) _____

(Lab) _____

(Grade) _____

*Social Work majors must take BIO 105 and 106 or BIO 114 and 115.

Social Science Variable

Elem/Middle/Special Ed Majors: 6 credits

(Grade) LGS 105 Politics and Government

(Grade) ECN 251 Macroeconomics
or ECN 252 Microeconomics

Secondary Ed majors: 3 credits

(Grade) LGS 105 Politics and Government

All other majors: 3 credits

Any course with “S” designation at the end of the course title. Typically will be a 100/200 level course from the following prefixes:

Economics (ECN)
Legal Studies (LGS)
Psychology (PSY)#
Sociology (SCA)#

(Grade) _____

(Grade) _____

Social Work majors must take either PSY 101 or 102; and SCA 111

Appendix C: General Education Assessment Procedure

Over the course of the Fall 2012 semester, the William Woods University Curriculum Committee examined the historical contexts and results of our institutional General Education assessment practices with the aim of establishing a more effective and expedient approach to this annual challenge. As a result of the investigation the Curriculum Committee offers the following procedural vision, designed as a continuous, collaborative effort among all involved parties.

Juried Assessor Identification

During the Spring semester each year, a Curriculum Committee representative will solicit faculty volunteers to serve as juried assessors.

This may be done during a Faculty Assembly meeting, or via e-mail. In either case, the CC rep will distribute a brief form which clearly identifies both the Common Studies assessment focus areas for that academic year and the compensation to be provided for juried assessors. Interested faculty members will be asked to indicate areas they are willing to assess, along with any pertinent background information in terms of teaching, areas of expertise, etc.

Sample Artifact / Assignment Collection and Rubric Review

Also during the Fall semester each year, a Curriculum Committee representative will solicit artifact and assignment samples from each of the General Education areas slated for review the following spring.

This will be done by contacting the faculty representative for each General Education area, who will in turn gather the samples from faculty in that area. Each General Education area will supply a minimum of four sample artifacts or descriptors for their area, so as to cover the assessment spectrum in its entirety: one exemplary artifact/descriptor, one proficient artifact/descriptor, one developing artifact/descriptor, and one insufficient artifact/descriptor.

Some General Education areas--especially those with a wide range of courses--may choose to provide four samples for each course to be assessed in the area if they feel that doing so will be more helpful in terms of guiding juried assessors. In either case, faculty from each General Education area must also provide the assignment sheet which accompanies each artifact. Assignment sheets must indicate which area objectives the artifact is meant to reflect.

The data gathered from the Juried Assessment is compiled into the Annual General Education Report and any changes to artifacts and rubrics are made at that time so that it does not impact the cycle of assessment. Feedback is provided from content area faculty on the success/lack of success of students in the general education area. If any changes are made to the rubric or content assessments the program faculty need to ensure that the Associate Dean of Academic Assessment is aware so that changes to the Assessment can be made in the assessment software.

This step of the process should be initiated in November or December and completed by the end of January.

Assessor Subcommittee Formation

At the beginning of the Spring semester each year, a Curriculum Committee representative will identify and

contact a group of juried assessors from the pool of Fall volunteers to serve as juried assessors for that year's General Education assessment activities.

The group size will vary depending on the number of areas and courses slated for assessment. Ideally, the assessment group will include a significant number of faculty members with teaching and / or research backgrounds in the GE fields to be reviewed, but overall should include faculty members from across the curriculum.

This step of the process should be completed by the end of February, at which time the CC rep will provide the Associate Dean of Academic Assessment with the juried assessors' names and contact info.

Assessor Artifact and Assignment Orientation

Immediately prior to Spring Break each year, the representative for each GE Area will submit their example artifacts/descriptors and assignment sheets to the Associate Dean of Academic Assessment, who will in turn post them to the S:// Drive. Consequently, juried assessors are expected to familiarize themselves with the materials.

The CC rep will be available in person or by e-mail to address juried assessors' questions or concerns. Ideally, the faculty representative from each GE area will also collaborate in fielding questions or concerns.

Technical Orientation

Also prior to Spring Break each year, the Associate Dean of Academic Assessment will collaborate with the William Woods University IT Department to orient that year's juried assessor group in the use of the assessment interface system.

This step in the process should be completed by the end of April, although faculty and students may be oriented in the current assessment software at various other times throughout the year as necessary.

Closing the Loop and Feedback

The Associate Dean of Academic Assessment will conduct the General Education assessment process for both on-campus and online courses annually in May, and then return data to the CC for feedback the following Fall semester.

The results of each year's assessment data will be provided to the Gen Ed representative from each area by the CC before Sept 1. Subsequently, the GE representative will submit to the CC a written response to the May assessment data. If an area's results fall short of established benchmarks, faculty from that area will be charged with the task of developing action steps to improve performance for the next assessment. The action steps will be sent back to the CC prior to October 1 to be included in the end of the year report, which CC will send to the Associate Dean of Academic Assessment by Jan 1.

During the ensuing Fall semester, a representative for Curriculum Committee will reinitiate this process for the next round of General Education areas slated for review.

Moving Forward

All Curriculum Committee documents relating to Common Studies Assessment will be housed on the WWU share drive to help facilitate future recommendations, reports, and improvements.

Appendix D: Annual Assessment Report

Annual Assessment

Program Mission Statement

Please insert your program mission statement here.

Program Data:

Delivery Method:

- *Traditional on campus*
- *Online*
- *Hybrid*

Student Majors XXXX

Student Minors XXXX

Student Majors XXXX

Student Minors XXXX

Concentrations XXXX

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Concentrations XXXX

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Is the Program Externally Accredited

- ☐ Yes
- ☐ No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Marketing Materials:

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any should be made the material? Are there recommendations on how to modify the current material?

Page 2: Program Assessment

WWU 2016.01 Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

WWU 2016.02 Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.

WWU 2016.03 Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

WWU 2016.04 Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

Program Objectives

This is a generated list from Assessment Insight System (AIS)

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Page 3: Curriculum Map

Matrix of courses and objectives with the marked assessment intention. (ex)

+ Create Curriculum Map

A Assessed

R Reinforced

I Introduced

M Master

ITP Curriculum Map

	ITP 211	ITP 217	ITP 301	ITP 351
ITP.1 Theory and Knowledge Competencies that will embody the <a>Show more...		R	R	R
ITP.2 Human Relations Competencies of Interpersonal <a>Show more...	I		R	R
ITP.3 Language Skills Competencies for the effective use of American Sign <a>Show more...		R	A R	A R

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

FontSize

Page 4: Assessment Map

Assessment Map for ITP Curriculum Map

	ITP 351	ITP 375	ITP 380	ITP 310	ITP 410	ITP 450
ITP.3 Language Skills Competencies for the effective use of American <a>Show more...	<div><div>A Direct - Class Assignment</div><div>Students will interpret a cold interpretation with the expectation that 85% of the group will obtain a Proficient or higher on the assignment.</div></div>		<div><div>A Direct - Class Assignment</div><div>Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment.</div></div>			<div><div>A Direct - Portf</div><div>95% of stude earn a score c higher on the interpreting</div></div>
ITP.4 Interpreting Skills Competencies for the effective ASL- <a>Show more...	<div><div>A Direct - Class Assignment</div><div>Students will interpret</div></div>	<div><div>A Direct - Video</div><div>Students will interpret</div></div>	<div><div>A Direct - Video</div><div>Students will interpret</div></div>			

Page 5: Assessment Findings

Matrix of courses and objectives with the assessment assignment articulated by faculty and benchmark with results articulated in each box. Evidence must be uploaded for each identified assignment.

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

(this is generated from the Assessment findings chart, when you click “not met” then you identify what task needs to be completed next cycle in order to improve the assessment.)

Page 6: Program Activities (Undergraduate)

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Assessment Rubrics

Upload program rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

- Yes
- No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Appendix E: Annual Assessment Evaluation

Annual Assessment Evaluation			
Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment is Inadequate
Mission Statement Clearly Articulated	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.
Reflection on Retention	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.
Defines External Accreditation Standards	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.
General Education Alignment Clearly Explained	The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.
Curriculum Map Alignment	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete
Assessment of Objectives	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.
Data Driven Decision-making	Curricular and assessment changes are articulated and validated through data based decisions.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment	Changes are proposed and brought forth with little explanation on the data

	Faculty discuss the data that lead to curricular decisions being made.	is not provided as justification for the change.	included in the decision, if data was included in the decision.
Documentation Provided on Assessment Findings	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.
Analysis of Assessment is Complete	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.
Improvement Narratives are Selected with Intentionality	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.
Student Performance Review	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results
Senior Showcase	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.
Co-Curricular Activities	The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.
Faculty, Alumni, and Student Accomplishments	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.

Additional Comments:

Appendix F: Program Review

PROGRAM REVIEW TEMPLATE

Program Review

History:

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

Program Mission:

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

Student Demographics:

Insert a table or use the provided one to detail your student population. Show Incoming, transfer and total declared students within the major.

Concentrations:

List any concentrations for the program and student enrollment for the 5 years noted in the report if applicable.

Concentration attachment option

Program Demographic Data

Upload the program demographics page from the Institutional Research Office.

•

Reflection on Program Enrollment Data:

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Provide clarification or explanation for any positive or negative trends indicated in the data. Does the program have an active plan on retention of current students? if so, specify the details of the plan.

Additional program resources

If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here

Advising:

Describe the advising load including the number of advisees for each faculty member in the program. What are the strategies of program faculty pertaining to advising to achieve successful degree completion and graduation success?

Page 2

Student Internship Demographics

Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

Internship XXXX (number of students who completed an internship during the academic year)

Internship XXXX

Internship XXXX

Internship XXXX

Internship XXXX

Internship placement

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the “field” of study with this program? Please define what it means for students to be employed “within the field” of the professional discipline.

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrollment between online and campus classes, where one is regularly more full than the other?

Curriculum: Revision

Explain any curricular revisions made since the last Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

Curriculum enrollment Upload
 Program Checklist Upload
 Course Description Upload

Summary of Teaching Effectiveness: *Upload to faculty*

This data is compiled by the Office of Institutional Research and is comprised of the End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

Faculty Response to Teaching Effectiveness data:

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

Page 3

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and equipment and how they impact student learning. (If none, put N/A)

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

Library Resources

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

Library Resources

Faculty response to the adequacy of library resources provided to the program?

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

Faculty and Staff Resources

Faculty

1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Faculty Curriculum Vitae (attach)

Adjunct Faculty Curriculum Vitae (attach)

How many staff are designated to support the program?

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program? Yes/no

Staff

Are there issues with staffing impacting student learning? Yes/no

Faculty Percentage of Courses Taught by Full-time vs. Part-time

please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include academic years Fall 2013 through Spring 2018

	2013-14	2014-15	2015-16	2016-17	2017-18
Full Time					
Adjunct					

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

Financial Analysis of the Program

Program Cost Per Major: _____

Financial Analysis by Program

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

Instructional Expenses

Discussion of expenses related to instruction. I.e. Internship, clinical, practicums...

Non Instructional Expenses

Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

Page 4

Assessment

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

PROGRAM OBJECTIVES

Insert Program Assessment Matrix.

Page 5

Annual Assessment Report file uploads:

Annual Assessment Report XXXX

Annual Assessment Report XXXX

Annual Assessment Report XXXX













Annual Assessment Report XXXX

Annual Assessment Report XXXX

Snapshot on Assessment (5-year)











Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

Ex.. Assessment of Objective 1 (LINE GRAPH OR SOMETHING SHOWING OBJECTIVES LONGITUDINAL ASSESSMENT)

Proficiency					
85%					
75%					
50%					
	XXXX	XXXX	XXXX	XXXX	XXXX

Discussion on each objective to explain the data and any changes made and why. What happened in 13-14 after the low scores for objective 1, and what was changed to reflect the positive scores from 14-15? An overview of the data and what kind of assessment was completed for each objective.

Ex. Assessment of Objective 2 (LINE GRAPH OR SOMETHING SHOWING OBJECTIVES LONGITUDINAL ASSESSMENT)

Proficiency					
85%					
75%					
50%					
	2017-2018	2017-2016	2016-2015	2015-2014	2014-2013

Upload option for the charts

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1.7 Comprehensive accounting of graduates in internship placements.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2.3 Course offerings appear appropriate for the needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2.4 Discussion on curriculum changes based on assessment are clearly explained and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2.5 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2.6 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.2 Summarizes the physical space available to the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

4.4 The student learning objectives are appropriate for the specific discipline.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

4.6 Discussion on the assessment process over the 5-year span.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Summary (from External Reviewer)

Please provide your conclusions on the following and any other areas that were not addressed in the above questionnaire that you believe need to be reviewed.

- What do you see as strength's for the program's?

Text box

- Does the program have components that distinguish it from other programs?

Text box

- What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?

Text box

- Should the program be expanded, maintained at its current size, reduced, or eliminated?

Text box

- Any additional thoughts, comments, or recommendations pertaining to the program?

Text box

Page 7 Conclusions and Recommendations

Response

Please respond to all scores of a 2 or lower made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Also respond in detail to any of the narrative comments made by the External Reviewer that need additional context or that you would like to clarify. Please be thorough in your response.

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

Page 8

Academic Council Review

Recommendation of Academic Council

After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:

- *Accept Report as submitted, no further action.*
- *Accept Report with recommended changes*
- *Revisions requested and resubmit the report*
- *Program did not meet minimum standards and is placed on an improvement plan.*

Program Strengths as identified by Academic Council

Program Weaknesses as identified by Academic Council

Recommendations

Appendix G: External Review Contract and Evaluation (Undergraduate)

External Review Guidelines

The program will complete the program review the semester prior to the date due (If your review is due in March, the report should be completed by December).

Receive approval of submitted report from the Associate Dean of Academic Assessment

The program will submit a list of three to five external reviewers to the Academic Dean.

The list should include the person's name, contact information, school affiliation, and credentials.

The reviewer should

- come from an institution similar to William Woods University in size and makeup,
- have experience teaching or administrating a similar program,
- be approved by the Associate Dean of Academic Assessment.

The program faculty will contact the reviewer and submit a signed External Reviewer Contract to the Associate Dean. (Including Vendor Request form and the W9 if needed).

The program faculty will send the five-year review to the external reviewer so that he/she has at least 2 weeks (14 days) before the campus visit to read the material.

The reviewer is to meet the program's faculty, School Director, and students during the on-campus visit. (sample itinerary is included in this packet)

Within two weeks of the campus visit, the external reviewer will submit a written report to the Academic Dean, copied to the program chair and program review team. The report should address the questions on the "Guide for External Reviewers of Major Programs" (below). Ultimately, the written report should address the program's strengths and laudable activities as well as offer suggestions for development and change.

Sample Itinerary for

Consultant Visit for
William Woods University

(Name of Program) Program Review***Monday, August 12, 2014***

9:00 am	Arrive at WWU
9:10 am – 9:30 am	facility Tour (the program)
9:30 am – 10:30 am	Meet with Program faculty
10:30 am -11:00 am	Meet with WWU Faculty, Staff, Students
11:00 am -11:30 am	Meet with Academic Dean and Associate Dean of Assessment
11:30 am – 1:00 pm	Lunch (on campus or off)
1:30 pm – 2:00 pm	Wrap up meeting with Program Representative

- * A representative from the program should escort the evaluator to all meals
- * Submit all Vendor Paperwork is completed before the evaluator leaves campus.
- * Collect all receipts and mileage information prior to the evaluator leaving campus

Appendix H: Program Review Evaluation (Undergraduate)

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	
Comments:		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	
Comments:		
1.5	Program advising loads are appropriately delegated throughout the program	
Comments:		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	
Comments:		
1.8	Provides detailed description of possible employment positions for graduated students.	
Comments:		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	
Comments:		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	
Comments:		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	
Comments:		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	
Comments:		
2.5	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	
Comments:		
2.6	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	
Comments:		

3.2	Summarizes the physical space available to the program	
Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	
Comments:		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	
Comments:		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	
Comments:		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	
Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	
Comments:		
4.4	The student learning objectives are appropriate for the specific discipline.	
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	
Comments:		
4.6	Discussion on the assessment process over the 5 year span.	
Comments:		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	
Comments:		
5.2	Response to the external review is complete and detailed	
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	
Comments:		

5/11/2020

6.2	Challenges of the program are discussed.	
Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	
Comments:		

3=Exemplary

2=Adequate

1=Needs Improvement

0= Not Evidenced

