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REFERRAL REPORT

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REFERRAL REPORT

ANGELO STATE UNIVERSITY (Texas)

April 15, 2010

Commission Request in Response to Fifth-Year Interim Report

CR 2.8 (Faculty)

"The institution did not provide sufficient information demonstrating the adequacy of full-time faculty members and their capability to ensure the quality and integrity of academic programs. In its additional report, the institution should demonstrate that the number of full-time faculty members is adequate by providing data by academic program, such as the number of full-time faculty as opposed to part-time faculty and the number of courses offered in each program that are taught by full-time faculty as compared to part-time faculty." (letter to Dr. Joseph Rallo, president, from Dr. Belle Wheelan, July 16, 2009)

Institutional Response

The following table ("Table 1. ASU Faculty") provides the breakdown as requested above.

Please note that the physical activity courses (highlighted) will be removed from the University's core requirements as of fall 2010.

TABLE 1. ASU FACULTY

PROGRAMS	FULL TIME			PART TIME	
	NUMBER OF FULL TIME FACULTY	NUMBER of COURSES TAUGHT BY FULL TIME	PERCENT OF COURSES TAUGHT BY FULL TIME	NUMBER OF PART TIME FACULTY	NUMBER OF COURSES TAUGHT BY PART TIME
Accounting, Economics and Finance	15	53	94.6	2	3
Agriculture	8	32	100.0	0	0
Art and Music*	18	103	98.1	1	2
Biology	14	47	100.0	0	0
Chemistry and Biochemistry	9	28	100.0	0	0
Communication, Drama, Journalism	13	53	96.4	1	2
Computer Science	5	20	100.0	0	0
Curriculum and Instruction	8	27	77.1	6	8
(student-teacher supervisors)				11	21
English	20	73	82.0	8	16
Government	11	48	98.0	1	1
History	11	46	86.8	4	7
Kinesiology**	7	32	61.5	11	20
(physical activity classes)				15	46
Management and Marketing	14	46	80.7	9	11
Mathematics	20	83	100.0	0	0
Modern Languages	7	26	92.9	1	2
Nursing	22	71	86.6	6	11
Physical Therapy	8	13	92.9	1	1
Physics***	10	49	100.0	0	0
Psychology, Sociology, Social Work	12	54	84.4	7	10
Teacher Education	10	37	82.2	5	8

* Thirty-nine (48%) of the 82 music courses are one-hour labs. Courses taught per week per faculty member average 3.8 for art and music instructors.
**Six of the part-time Kinesiology faculty team-teach Physical Activity and Athletic Training courses.

***Fourteen (29%) courses are independent study, which takes much less faculty class-time commitment than regular courses. Courses taught per week per faculty member average 3.5.

Commission Request in Response to Fifth-Year Interim Report

CS 3.3.1.1 (Institutional Effectiveness—Educational Programs)

"The university self-reports non-compliance and the committee concurs. In its report, the institution should provide evidence of an organized comprehensive process to assess student learning outcomes for academic programs. In addition, evidence that the process is in use and functional across campus should be provided. This evidence would include student learning outcomes, actual assessment results, and how the results of assessment are used for program improvement. This evidence should be provided for a sampling of programs from across the institution. The sample should include each school/college and both graduate and undergraduate programs." (letter to Dr. Joseph Rallo, president, from Dr. Belle Wheelan, July 16, 2009)

Institutional Response

ASU's five-year report stated clearly that its assessment program was uneven and provided only sporadic proof of engagement in student learning assessment in a comprehensive manner. As a result, Angelo State University has focused the past nine months on constructing a solid foundation on which to build its program of student learning assessment, as reflected in the roster of initial actions taken.

Initial Actions Taken

- ***Establishment of Learning Goals***

As stated in the five-year interim report, undergraduate institutional learning goals were drafted by the University's core curriculum committee in fall 2008. After review by faculty, these goals were approved on February 27, 2009 as a foundation for undergraduate student learning assessment initiatives. Please see Attachment A to review ASU's Undergraduate Institutional Learning Goals.

- ***Creation of individual department assessment plans***

ASU's five-year interim report observed that "Although in a given year most ASU departments identify expected outcomes (i.e., establish learning goals and initiate specific assessments for those goals), fewer formally assess the extent to which they achieve these outcomes" (Section 3.3.1.1., "Institutional Effectiveness, pages 1-2). Contributing to this uneven approach was the absence of any structured component of individual academic department management of student learning assessment. In other words, most departments, if assessing student learning goals, were doing so within a loosely-organized and informal context.

To assist the departments in organizing their student learning assessment, a template was designed based on the work of Peggy Maki (Attachment B). The ASU version (Attachment C) provided a "fill-in-the-blank" guidepost to assist academic departments in organizing their discussion. The template also included concrete examples of expectations for each element, lists of action verbs to complete the phrase "Students will," an example of course mapping, and Angelo State's undergraduate learning goals. Electronic access was also provided. As a result, all academic departments using the Maki-based template (Attachment C) have entered departmental student learning objectives that track back to undergraduate institutional learning goals.

Through a combination of this template and multiple one-on-one dialogues between individual department heads and the Assistant Vice President for Institutional Research and Effectiveness, 100% of academic departments now have on file a student learning assessment plan to guide their assessment efforts and connect their goals to overarching institutional learning goals. Work on the plans began in January and was completed by April 1, 2010.

To illustrate ASU's progress, examples of both undergraduate and graduate programs are included by College (please see Attachment J). Some departments wrote detailed plans that can be used almost verbatim for annual student learning assessment. Other departments wrote more general "umbrella" plans with the intent of pulling out specific learning objectives each

year. Within the group that wrote more general plans, some wrote goals more inclusively if certain goals pertained to more than one program or programs at both undergraduate and graduate levels.

Within the guidelines of the elements included in the template, experimentation with ways of writing the plans was allowed in order to reflect the specific characteristics and learning goals of individual departments.

- ***Use of Strategic Planning Online (SPOL) Software***

In July 2009, Angelo State implemented Strategic Planning Online (SPOL) software to provide a more cohesive and controlled process for institutional effectiveness (IE) reporting as part of an integrated approach to strategic planning and resource allocation. Department heads and deans received an initial overview of the software, expectations for use, and in-depth training and practice in entering annual IE reports. In fall 2009, academic departments were asked to complete the 2008-2009 reports—from objectives through use of results—in SPOL and also to enter 2009-2010 objectives including assessment measures and targets.

For 2008-2009, 83% (15 out of 18) of academic departments were able to complete at least one student learning outcome through assessment, actual results and use of results**.** Departments improved in the areas of actual assessment and use of results. "Use of results" sections are more thoroughly written and indicate review of the assessment with improvement in student learning as a goal. Two department heads began their tenure at Angelo State in late summer 2009 and were able, with faculty help, to complete objectives that, although not strictly student learning, had elements of curriculum review and program improvement based on evidence from student performance. The other two new department heads were left with nothing usable. Examples of reports for 2008-2009 are presented as Attachment D.

Within the SPOL environment, more departments wrote student learning objectives in the preferred format to indicate what students should know and be able to do, and improvement is apparent from academic year 2008-2009. Some objectives are still too general and read

more like the assessment plan, which is an area that will be addressed starting summer 2010 (see Action Plan #5 below). The Teacher Education department was able to post results of the fall 2009 administration of the teacher certification test, indicating that an organized process was followed to work towards closing the assessment loop. Objectives for 2009-2010 are presented as Attachment E.

Included in SPOL is the capability to send institutional effectiveness (IE) plans to supervisors (in this case, deans) for approval. Once deans approve or ask for modifications and subsequently approve IE plans, the plans flow up to the provost. In short, SPOL has made it much easier for all concerned to provide continuity both from year to year as well as from department to college in the tracking and evaluation of assessment plans and outcomes.

Given the capabilities of the SPOL software, the foundation provided by the department assessment plans, the focus of the undergraduate learning goals, the engagement of the Institutional Research and Effectiveness office, and the establishment of a faculty assessment committee (see Action Plan #1 below), Angelo State will be able to complete the 2009-2010 and start the 2010-2011 IE cycles with much more rigor than in the past. Also, incoming department heads should not face the same continuity problems several of the new heads faced in fall 2009.

Action Plan

During the next monitoring period, Angelo State University commits to the following course of action.

1. Establish a campus-wide faculty assessment committee to monitor progress and to provide ongoing assistance and support for faculty-based assessment efforts. Duties will include, but not be limited to
    - Recommendation of appropriate incentives to support faculty assessment efforts (e.g., professional development, inclusion in promotion and tenure criteria) and
    - Collection and review of departmental learning outcomes on a regular basis in order to assess overall institutional success in achieving undergraduate institutional learning goals.
2. Establish learning goals for the College of Graduate Studies and for individual graduate departments that have not yet done so.
    - Learning goals are already in place for graduate programs in Agriculture; Biology; Communication, Drama, and Journalism; Government; Kinesiology, and Physical Therapy.
    - Additionally, if departments have not already established learning goals specific to their graduate programs, each graduate department will create a student learning assessment plan comparable to that done at the undergraduate level.
3. Design a syllabus template that assures inclusion of learning goals relevant to the course as related to academic departments' learning goals.
4. Communicate to the campus about achievements in learning.

- Periodic recognition of student learning achievements on a campus level will contribute to the inculcation of assessment as part of the culture of learning.
- An annual report on overall achievements in support of institutional learning goals at both the undergraduate and graduate level will be an important component in illustrating the comprehensiveness of student learning assessment as well as the level of ongoing institutional commitment.

5. Continue a comprehensive program of faculty development that focuses on student learning assessment, especially in the following areas.
    - Continue training on how to use the features of SPOL to their best advantage in tracking and evaluating student learning. The examples provided for this referral report reflect the university's first attempt to use this software, and we recognize that some entries are incomplete.
    - Instruct department heads in a) writing clear, measureable statements of student learning objectives and b) ways of measuring the objectives that do not overburden the department but are thorough and meaningful.
    - Hold discussions with deans regarding a) the types of feedback they should provide to department heads about key parts of the reports such as target levels and use of results and b) suggestions for modifications that help department heads tie their IE plans to broader college and university goals.
    - Provide additional training that focuses on the distinction between the appropriate level of specificity needed for an annual student learning objective and an overarching program goal. Presentations and workshops will commence in summer 2010 to address this problem. The intended outcome is for department heads to be able to use the recently developed assessment plans to write objectives at the appropriate level for annual assessment.

6. Develop viable and ongoing strategies for the continuous review and evaluation of learning outcomes for the Core Curriculum (ASU's general education program).

    - Currently, basic learning goals for the core curriculum are embedded within the University's undergraduate institutional learning goals (see Attachment A). As part of the re-envisioning of the core curriculum that has been mandated by the President as a "first task" of the new Provost (arriving July 15, 2010), core-specific learning goals will be established to guide student learning assessment efforts.
    - Currently, information is collected on ASU's core curriculum through Educational Testing Service's (ETS) *Measure of Academic Proficiency and Progress* (MAPP) test. The MAPP assesses critical thinking, reading, writing, and mathematics with humanities, social sciences, and natural sciences areas embedded. A decision will be made about the ongoing use and application of these methods.
    - The Core Curriculum Committee has been working since early last fall on the design and administration of embedded rubrics to assess extant undergraduate learning goals as they apply to the core curriculum. First application of these rubrics began in fall 2009 in several courses in the areas of computer literacy, critical thinking, speaking, listening, and reading. Computer literacy was assessed in both BCIS1305 and NUR2338. Computer literacy for BCIS (Business Computer Information Systems) courses had a first, formal round of assessment with the new rubrics (See Attachment F). Nursing used an internally developed test administered electronically via Blackboard, which is the platform Angelo State uses for electronic delivery of many course-related applications. The Nursing test comprised seventy

True/False items with an automatic scoring function. Examples of items include

- A right click of the mouse will close an application program.
- Creating a backup file of essential data files is a task that the user must perform periodically.
- When creating a database it would be acceptable to place height and weight in the same field.
- It is important for users to be familiar with the different variations of search engines as some search engines consider a space between words as either an AND or an OR when conducting a search.

The element of critical reading ability is currently being piloted (spring 2010) in sophomore literature courses (see Attachment G for overview). Core elements of speaking and listening are also undergoing the inaugural round of formal, rubric-based assessment in Communication's COMM2301. Please see Attachment H to view the rubrics used.

ATTACHMENT A

ANGELO STATE UNIVERSITY
UNDERGRADUATE LEARNING GOALS

Institutional Learning Goals reflect the mission of the University through a focus on five specific areas of student learning. Individual departments, programs, and services will provide opportunities, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS

Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.

Students will

- apply different methods of inquiry from various perspectives and disciplines to gather information;
- comprehend and apply various research methods to evaluate information critically;
- analyze complex issues and construct logical conclusions;
- use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.

2. CORE SKILLS

Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.

Students will

- comprehend and critically interpret information in written and oral forms;
- communicate information and ideas effectively;
- understand and apply mathematical reasoning to solve quantitative problems and evaluate quantitative information and arguments;
- understand and apply scientific reasoning in the natural sciences;
- use technological resources to access and communicate relevant information.

3. SPECIALIZED KNOWLEDGE

Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.

Students will

- demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
- acquire research skills and specialized vocabulary for critical discourse;
- demonstrate competencies and achievements appropriate to their fields of study;
- apply classroom learning in a combination of reflective practice and experiential education.

4. SOCIAL RESPONSIBILITY

Students will understand their responsibility as citizens in a complex, changing society.

Students will

- employ professional and personal judgments based on ethical considerations and societal values;
- understand civic responsibility and leadership;
- demonstrate an understanding of the purpose and value of community service in advancing society.

5. CULTURAL IDENTITY

Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.

Students will

- demonstrate respect for differences among cultures;
- practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.

AS OF 2/27/09

ATTACHMENT B

From P. Maki, "Developing an Assessment Plan to Learn About Student Learning" (from the *Journal of Academic Librarianship*, January 2002)

A S S E S S M E N T G U I D E

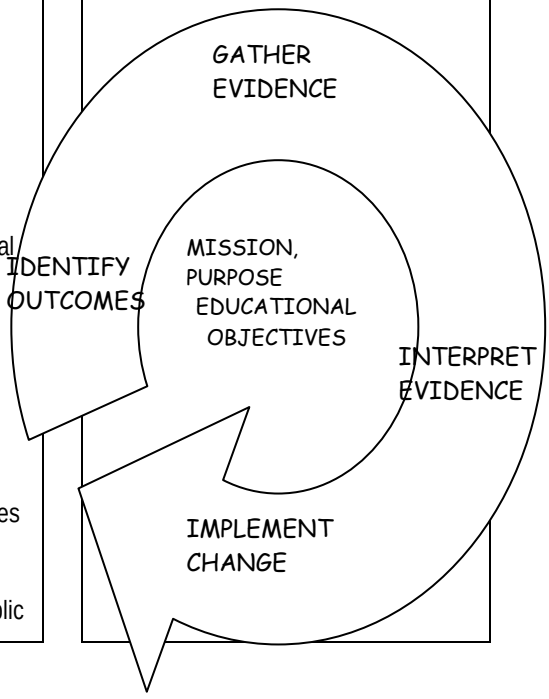
PART I: DETERMINING YOUR DEPARTMENT'S OR PROGRAM'S EXPECTATIONS

A. State Expected Outcomes	B. Identify Where Expected Outcomes Are Addressed	C. Determine Methods and Criteria to Assess Outcomes	D. State Department or Program Expected Level of Perfor-mance	E. Identify and Collect Baseline Information
VERY important to use action verbs!				
For example: • Derive supportable inferences from statistical and graphical data • Analyze a social problem from interdisciplin-ary perspective s • Evaluate proposed solutions to a community issue	For example, in • Courses • Programs • Services • Internships • Community Service Projects • Work Experiences • Independent Studies	Examples: • Test • In-class writing sample • In-class analysis of a problem • In-class collaborative problem solving project • Portfolio • Performance • Simulation • Focus Group	Examples: • Numerical score on a national examination • Numerical score on a licensure examination • Holistic score on ability to solve a mathematical problem • Mastery level score on a culminating project • Mastery level score on writing samples	By means of: • Standardized tests • Locally designed tests or other instruments • In-class writing exercise • In-class case study • Portfolio • Performance

PART II. DETERMINING TIME, IDENTIFYING COHORT(S), AND ASSIGNING RESPONSIBILITY

A. Determine Who You Will Assess	B. Establish a Schedule for Assessment	C. Determine Who Will Interpret Results
For example: ⇒ All students ⇒ Student cohorts, such as • At-risk students • Historically underrepresented students • Students with SATs over 1200 • Traditional-aged students • Certificate-seeking students • International students • First-generation students	For example: ⇒ Upon matriculation (or entering the degree program) ⇒ At the end of a specific semester ⇒ At the completion of a required set of courses ⇒ Upon completion of a certain number of credits ⇒ Upon program completion ⇒ Upon graduation ⇒ Upon employment ⇒ A number of years after graduation	For example: ⇒ Outside evaluators • Representatives from agencies • Faculty at neighboring institutions • Employers • Alumni ⇒ Inside evaluators: • Librarian on team for natural science majors • Student affairs representative on team to assess community service portfolio • Interdisciplinary team • Assessment Committee • Writing Center • Academic Support Services • Student Affairs

PART III. INTERPRETING AND SHARING RESULTS TO ENHANCE DEPARTMENTAL/PROGRAMMATIC/INSTITUTIONAL EFFECTIVENESS

A. Interpret How Results Will Inform Teaching/Learning and Decision Making	B. Determine How and With Whom You Will Share Interpretations	C. Decide How Your Department/Program will Follow Up on Implemented Changes
For example: ⇒ Revise pedagogy, curricula, sequence of courses ⇒ Ensure collective reinforcement of knowledge, abilities, habits of mind by establishing, for example, quantitative reasoning across the curriculum ⇒ Design more effective foundation courses ⇒ Describe expected outcomes more effectively ⇒ Increase connections between in-class and out-of-class learning ⇒ Shape department/program decision making, planning, and allocation of resources	For example: ⇒ General Education and Program Assessment Sub-Committee through an annual report ⇒ Other departments through a periodic report ⇒ University administration (coordinator of assessment, Dean, Provost) ⇒ Students through departmental meeting ⇒ University planning/budgeting entity (e.g., the President's Cabinet) ⇒ Board of Visitors, Board of Regents ⇒ Accreditors through self-studies ⇒ Program review ⇒ News releases to general public	Repeat the assessment cycle after changes have been implemented: 

ATTACHMENT C

ASSESSMENT PLAN

Department/Program:	
Plan completed by:	Date:

	GOAL #	GOAL #	GOAL #	GOAL #
F. State your expected learning goal.				
G. Identify where expected outcomes are addressed.				
H. Determine methods and criteria to assess outcomes.				
I. Establish your level of expected performance.				
J. Identify institutional learning goals supported by this dept. learning goal.				
K. Identify baseline information.				
L. Determine who you will assess.				
M. Establish a schedule for assessment.				
N. Determine who will review and interpret results.				
O. Describe how results will inform teaching, learning and decision making.				

P. Determine how and with whom you will share results.				
Q. Determine who will keep assessment records.				
R. Determine who will make decisions about courses, programs, etc. as a result of assessment.				

S. Decide how your department or program will document recommendations and follow up on actions taken. This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, Strategic Planning On-Line can host your evaluations, recommendations, and follow-up strategies.

ATTACHMENT D

(format is that of reports generated through Strategic Planning Online [SPOL])

ANGELO STATE UNIVERSITY

EXAMPLES OF IE RESULTS FOR 2008-2009

COLLEGE OF LIBERAL AND FINE ARTS

History, Undergraduate (One of the departments with a new department head in fall 2009)

Objective Description: **Objective Purpose:** **Student Learning Outcome** :

To enhance the content knowledge of History majors, including those pursuing teaching licensure, in the field of History.

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure

Texes test for students planning on teaching

Intended Result

66 percent of students will pass the TeXes test on the first attempt.

Status Report

A review of TeXes scores of from History majors since 2002 reveals that the rate of passage on the first attempt has improved sharply since 2006, with the passage rates going from approximately 50 percent to approximately two-thirds.

Actual Result

Approximately two-thirds of the students passed the Texes.

Use Of Result

The History Department will meet to discuss curriculum changes that may be required to improve subject content acquisition. These changes may requires increasing the number of History credits required for a major from 30 credit hours to 36 credit hours. The History Department will also track students taking the TeXes test by their selection of minors as an examination of the data suggests a tentative correlation between minor field and success on the TeXes test.

Art and Music, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Modified the Sophomore Barrier Examination in Art. Added portfolio requirements and

examination in Art History. Results will be used to assess lower division curricula, address student deficiencies and increase retention/persistence to graduation.

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure
Internal Departmental Written Exam and Portfolio Review

Actual Result
During the 2008-2009 academic year, 88% of students passed the Barrier exam on the first attempt, and 100% passed on a second attempt.

Use Of Result
Faculty will continue to encourage student registration in lower division art studio courses in order to continue success rate on barrier assessment exam.

Public Administration, Graduate

Objective Description: **Objective Purpose:** Operational Effectiveness Outcome

Students taking the MPA degree will have an understanding of how public organizations operate in the American political system

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure
80% of the students taking the MPA comprehensive examination will pass the locally generated tests

Actual Result
all students who took the MPA comprehensive examination passed

Use Of Result
will add additional emphasis to administrative methods section of the comprehensive examination

COLLEGE OF EDUCATION

Teacher Education, Undergraduate

Objective Description: **Objective Purpose:** **Student Learning Outcome**

The Pre-service teacher candidate understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives

Planning Years	Start Date	End Date	Objective Budget	Edit Planning Years

	2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure

University Supervisors use Lesson Plan grading rubrics to assess student lesson plans and delivery of lessons
Each University Supervisors maintains a Field Observations and Field Logs which are provided to the Director of Field Experiences each semester
Final grades in practicum courses posted at end of semesters

Actual Result

For 2008-2009 Number of Lesson Plans posted on TaskStream for ED 4971 = 292
For 2008-2009 Number of Lesson Plans posted on TaskStream for ED 4972 = 28
For 2008- 2009 Field Observations and Field Logs = 13 per each University Supervisor per semester
For 2008-2009 Final Grades in ED 4971 100% pass rate
For 2008- 2009 Final Grades in ED 4972 - 100% pass rate

Use Of Result

Lesson Plans posted to TaskStream are assessed and supervisors work with individual candidates on improvements as needed
Field Observations and Field Logs are reviewed by Director of Field Experiences and supervisors work with individual candidates as needed
Final grades are reviewed and professors and supervisors review failures to identify individuals and program areas needing improvement, then develop growth plans or other options as required

Kinesiology, Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

90% of graduate students are rated as above average or superior on an appropriate Leadership Inventory.

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure

leadership inventory

Intended Result

90% will be above average

Actual Result

No data were collected. An appropriate inventory was not identified.

Use Of Result

It is recommended that this program goal/student learning outcome, effectiveness criterion and metric be significantly revised or eliminated.

COLLEGE OF BUSINESS

International Business, Undergraduate

Objective Description: Objective Purpose: Student Learning Outcome

Graduates of the College of Business majoring in international business will demonstrate knowledge of global commerce used by organizations to understand, evaluate, and participate in the rapidly changing world of international business.

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure
Graduates of the College of Business majoring in international business will score above the 75th percentile on the international business component of the MFT.

Actual Result
International Business graduates scored in the 95% of the international component of the MFT

Use Of Result
Continuous improvement with lower standard deviation in the results

Business Administration, Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

All of the MBA-Business Administration graduates will demonstrate knowledge of the problem-solving process by analyzing as a member of a team a real-world business problem and presenting recommendations for action. This will be accomplished in the required MBA course BA 6303, Research Methods. A panel of graduate faculty members (not including the professor teaching the course) will evaluate this learning outcome.

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure
A panel of two graduate faculty members will evaluate the presentations. At least 90 percent of the MBA candidates will receive grades of "B" or above from the panel.

Actual Result
All students received grades of B or above.

Use Of Result
This is an excellent learning opportunity for students. We will continue to require this critical thinking exercise for each subsequent MBA-Business Administration cohort, making changes if we find students are not giving satisfactory reports.

COLLEGE OF SCIENCES

Computer Science, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Educate students in the tools, techniques and methodologies used in software development. Also, give students a broad understanding of computing to the degree they are able to understand the proper role of software development in the computing industry.

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure
50% of those students taking the MFT Computer Science exam will score at or above the national average for that exam.

Actual Result
2 out of 5 students taking the MFT test were below the national average but only by a few points.
Use Of Result
We were very close to meeting this goal. We have a new faculty member this year which we hope will help us in the area of theory which we feel are students are lacking. We will monitor MFT test results again to see if we improve.

Mathematics, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Students completing the baccalaureate program in mathematics will compare favorably in their mastery of mathematics with students completing similar programs nationwide.

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure
Mathematics Major Field Test (MFT): Students completing this program during 2008-2009 will achieve an average score on the "Mathematics" Major Field Test (MFT) at or above the 60th percentile of the national Institutional Mean Score Distribution.
Students completing this program during the three year period from September 2006 through August 2009 will achieve an average score on the Mathematics Major Field Test (MFT) above the 60th percentile of the national Individual Students Total Score Distribution.
Actual Result
Five students graduated from the program during the assessment period, and all five took the Mathematics Major Field Test during the period from September 2008 through August 2009. The mean scale score for the five students was 154. This was compared against the 2004-2008 distribution of Institutional Means provided by ETS, which placed a mean score of 154 at the 45th percentile.
The average score among students taking the Mathematics Major field Test during the three-year period from September 2006 through August 2009 was 156. This score was at approximately the 52nd percentile of the national individual score distribution for 2004-2008 data.
Use Of Result
The results indicate that we fell below our stated goal for this particular year. We continue to monitor both long-term and short-term trends, and the long-term data shows considerable variability. We have implemented curriculum changes that we believe will improve our students mastery of essential concepts.
These results indicate that we are below our stated goal, and the available assessment indicators from this time period show that we probably need to focus on nonroutine problems for improvement. However, the indicators for calculus and applied problems show improvement over this time period. The department is promoting participation by students in other activities that incorporate non-routine problem-solving, such as the Putnam exam, the Mathematical Contest in Modeling, and an informal student problem-solving seminar.

COLLEGE OF NURSING AND ALLIED HEALTH

Nursing, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

80% of students completing the NCLEX meet or exceed a passing score

Planning Years	Start Date	End Date	Objective Budget

2008-2009	09/01/2008	08/31/2009	$0	

Assessment Measure

Annual NCLEX pass rate as reported by TX BON will exceed the state mandated 80%

Actual Result

1/2010- Official pass rate for year was received from TX BON and was 82%. The AASN students pass rate was approximately 86% with the LVN-RN grant students approximately 67%.

As of 10/25/09 unofficial NCLEX pass rate for 2008/9 is approx. 81%. Official pass rate is usually received around 11/15.

LVN-RN THECB pilot program graduates results were included in school pass rate for the first time this year. The NCLEX pass rate for this group during this assessment period is 67%

Use Of Result

The NCLEX program report for our institution for examinees that tested between 10/2008-10/2009 was purchased by the department from the National Council of State Boards of Nursing. It is currently being reviewed by the undergraduate curriculum committee along with ATI testing analysis for the same cohort. The committee is to suggest changes to the faculty at the April meeting for individual classes and curriculum to address the areas that students performed poorly on NCLEX and ATI testing.

Faculty will explore possible reasons for drop in pass rate of AASN cohort from prior year. Will explore curriculum, use of ATI, and other variables that might be involved.

The THECB grant LVN-RN program is a pilot program in its first year- it is primarily in the data gathering stage at this time- analysis is beginning.....adjustments will be made to the program as suggested by the analysis of the available data.

Physical Therapy, Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Assess Student Learning as indicated by Licensure Results on Patient Examination

Planning Years	Start Date	End Date	Objective Budget
2008-2009	09/01/2008	08/31/2009	$0

Assessment Measure

National Physical Therapy Licensure Board Exam. A score of 75% is the criterion for passing each section and the exam in toto.

Actual Result

Result 80.8%. Passing rate is 75%. No different than scores for other students from other accredited programs (80.9%).

Use Of Result

Although the content area met our criterion we have added additional content on examination in both the musculoskeletal and neuromuscular areas and provide additional coursework in differential diagnosis for the new DPT program.

ATTACHMENT E

(format is that of reports generated through Strategic Planning Online [SPOL])

ANGELO STATE UNIVERSITY

EXAMPLES OF IE OBJECTIVES FOR 2009-2010

COLLEGE OF LIBERAL AND FINE ARTS

Public Administration, Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Students taking the MPA degree will have an understanding of how public organizations operate in the American political system

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure
80%of the students taking the MPA comprehensive examination will pass the locally generated test.

Psychology, Undergraduate and Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Students will attain sufficient level of mastery in major discipline (undergraduate and graduate levels).

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure
Students complete an exit exam composed of 100 questions. The majority of students will earn a passing score (60% or higher) the first time they take it (Note. Those who fail it the first time must repeat it until a passing score is earned.) *Validation of the undergraduate exam follows*:

The Development and Validation of a Local Undergraduate Exit Exam in Psychology
June 2008
Prepared by William Davidson

For several years, the psychology program used the Major Field Test (MFT) in psychology (published by Educational Testing Service) as a program evaluation tool. It had the advantage of allowing comparisons to be made between the scores of our students and national norms. However, many aspects of the test did not relate well to the psychology curriculum at Angelo State University. Therefore, MFT scores provided very little guidance about how to improve student learning outcomes in our program. We decided to develop a local measurement instrument that would provide us with such guidance.

The purpose of this report is to briefly describe the steps taken to develop a local, objective exit exam in psychology and test its validity. Some preliminary results will be reported that attest to the instruments' content validity. Finally, ideas about the possible future use of the instrument will be presented.

During the 2008 spring semester, an objective test bank was created for eight foundational areas in psychology (physiological, learning and cognition, developmental, social, motivation, personality, social, and abnormal). Each of these areas is normally included in the introductory course required of majors (Psy 2301 General Psychology). Also, our curriculum includes a separate course in each of the areas, from which students must select at least four to satisfy degree requirements. The test bank had a total of 80 multiple-choice questions, or ten per area. The questions were primarily factual in nature and were drawn from the pool of questions used in an introductory psychology course.

In addition to the aforementioned foundational psychology areas, a bank of 20 multiple-choice questions about statistics and research methods was created by the instructor who teaches Psy 2321 (Research Methods and Statistical Analysis), a required course for majors. These questions were included on the test in a separate section so that scores could be analyzed apart from the foundational areas.

The test was administered in the ASU Testing Center to 39 seniors a few weeks prior to their graduation. Twenty-two were in the BA program and 17 were in the BS program. Scores on the research methods questions (20) were used to evaluate the program goal of providing more extensive "science" education to BS students compared with BA students. Our BS program requires students to take two more research courses than is required for BA students. A t test on the two groups of students found that the BS students (mean = 12.23) scored higher than did the BA students (mean = 9.41): $t = 2.63$, $p = .01$.

The content validity of the local exam was examined by calculating a correlation coefficient between students' test scores on the foundational areas and their grade point average in psychology courses taken here. The coefficient was .61, $p = .001$.Students who demonstrated a higher level of mastery in the courses tended to score better on the exit test, as expected. The results support the notion that the questions assessed areas that are relevant to the curriculum. It also suggests that those who perform better in courses tend to retain more information than those who do worse in courses.

There are at least two ways in which a local exam might be used in the future. First, the scores can be viewed as indicators of students' learning outcomes in particular foundational areas. If the curriculum is achieving its desired outcome in a specific area, then students who take a course in it should score higher on that part of the exit test than do student who do not take the relevant course. While most of the foundational areas are covered to some extent in many courses, the individual course devoted to the particular topic should instill more extensive knowledge in students who complete the course successfully. From one year to the next, different foundational areas can be evaluated by comparing the scores of students who did and did not take the relevant foundational course.

A second way in which the local exam might be implemented is to require graduating seniors to demonstrate a minimum level of mastery on the topics. In this regard, a passing cutoff score might be established. If this procedure were adopted, then students would be inclined to take steps to retain the knowledge they acquire in courses rather than dumping it at semester's end. In order to prevent the prospect of a delayed graduation for those who score below the cutoff, the exam might be delivered in two phases. The first phase, useful to program evaluation, would be administered in closed-book format and require students to attain a cutoff score, perhaps 70%. If the cutoff score is achieved, then the second phase is waived. The second phase, for those who fail the first, would allow students to take the exam repeatedly, open-book format, until they earn the minimum passing score.

This technical report will be presented to the department institutional effectiveness committee for its consideration in developing a strategy for program evaluations.

Communication, Drama, and Journalism; Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome :

CDJ students will be able to articulate ideas and information through audience centered oral and written communication.

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure
Use CDJ capstone course (exams, presentations, papers, portfolios) to monitor the percentage of students who finish the course with B or higher. Grades posted should reveal that at least 80% of CDJ students are earning of capstone grade of B.

COLLEGE OF EDUCATION

Kinesiology, Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Graduate students will demonstrate an appropriate level of profession involvement.

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure

1. 100% of students will join an appropriate professional association within the first semester of enrollment and maintain that membership while enrolled. Verification will be accomplished through a review of membership rosters and/or student-provided records of membership.
2. 100% of student will attend a minimum of 1 professional conference per academic year. Verification will be accomplished through student-provided records of attendance.
3. After attending a professional conference, students will submit a conference portfolio and reflective paper to be assessed/graded by a graduate faculty member.
4. 100% of students will submit a faculty-reviewed presentation proposal to a recognized conference, clinic or workshop prior to graduation.

Intended Result

Students will gain experience as scholars and practitioners as they complete the proposal and present their findings to other students and professionals. It is hoped that through this active participation in a professional organization, professional growth and a disposition for life-long learning will be fostered.

Teacher Education, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

The pre-service teacher candidate understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Planning Years	Start Date	End Date	Objective Budget	Years
2009-2010	09/01/2009	08/31/2010	$0	

Assessment Measure

Lesson Plan grading rubrics for practicum courses

Final grades in practicum courses posted at end of semester

Field Observations and Field Logs

Intended Result

successful completion of practicum and student teaching (Blocks I & II) supported by university supervisors and practicum faculty in department

Actual Result

TExES results 95% successful pass rate for content area and 93% successful pass rate for PPR (pedagogy)

Use Of Result

Results of Fall 2009 TExES results reviewed by faculty, analyzed, and course information adjusted/modified as needed; unsuccessful candidates contacted for offers of remediation

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COLLEGE OF BUSINESS

Accounting, Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Graduate accounting students will achieve a professional level of expertise in the accounting discipline.

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure

MPAC/MBA students will achieve the 80th percentile on the accounting section of the Major Field

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Management, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

All of the graduates from the College of Business majoring in management will demonstrate a knowledge of the decision making process by analyzing and presenting a case individually or as a member of a team in BA 4303, This will be a required component of the course.

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure

70% of students perform at 3 or above on all components of the presentation assessment rubric.

Syllabi compliance audit results at 100% for faculty teaching B A 4303.

COLLEGE OF SCIENCES

Computer Science, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Educate students in the tools, techniques and methodologies used in software development. Also, give students a broad understanding of computing to the degree they are able to understand the proper role of software development in the computing industry.

Assessment Measure

50% of those students taking the MFT Computer Science exam will score at or above the national average for that exam.

Physics, Undergraduate

Objective Description: **Objective Purpose:** Operational Effectiveness Outcome

Graduates will be prepared for professional post-baccalaureate education programs.

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure

The Department of Physics desires 80% of students completing the MFT meet or exceed a benchmark MFT score of 30.

Agriculture, Graduate

Objective Description: Objective Purpose: Student Learning Outcome

Graduate students will be able to describe the hormonal changes that occur during the estrous cycle in livestock

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure

Homegrown exit exam for graduate students
In class rubrics

Intended Result

70% passage rate

COLLEGE OF NURSING AND ALLIED HEALTH

Nursing, Undergraduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Initial RN licensure program graduates will demonstrate critical thinking and clinical decision-making necessary for safe/competent nursing practice.

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure

NCLEX student pass rates as recorded by TX BON will exceed the state mandated 80%

Physical Therapy, Graduate

Objective Description: **Objective Purpose:** Student Learning Outcome

Students will be able to perform competent patient interventions.

Planning Years	Start Date	End Date	Objective Budget
2009-2010	09/01/2009	08/31/2010	$0

Assessment Measure

National Physical Therapy Licensure Board Exam over the past and present year (2008-2009 graduates). A score of 75% is considered passing for each unit and the exam in toto.

ATTACHMENT F

Angelo State University
BCIS 1305 Business Computer Applications
Student Learning Assessment: Fall 2009

The BCIS 1305 instructors, as a group, determined the competencies that should be taught and tested over in the course.

Fifty tasks representing the desired competencies were selected from Microsoft Word, Excel, Access, and PowerPoint and were assigned using SAM, an online testing site from Cengage. This site (http://sam2007.course.com) tests students in a virtual Microsoft Office 2007 business environment and is used throughout the semester. Since this is a task-oriented exam in an online virtual environment, a copy of the test cannot be provided, but a list of the competencies tested follow this narrative.

- The pre-test was given to all students during the first calendar week of the fall 2009 semester.
- The same test was given to all students during the final exam period of the fall 2009 semester.

To report learning outcomes, we used two reports that are available in SAM:

- "Exam Results by Section," which reports student grades by each section.
- "Frequency Analysis" report, which reports the percent of incorrect and correct responses to each task that was assigned for all students as a group. (This is also available for each section.)

How can we change the assessment to improve it?

At this point, we are satisfied with the assessment. We feel that it encompasses all of the skills and competencies that we would like our students to acquire during the course.

How can we change the assessment method to improve it?

We are satisfied with the online testing site; most of us have used it in our BCIS 130S classes for several semesters. The site presents the tasks in a virtual Microsoft Office business environment, and it has many report features that we can use to report the outcomes. However, we are looking at some of the issues that occurred during our first semester of testing. Specifically,

1. Some instructors allowed the pre-test to be taken more than once. In future semesters, students will only be allowed one opportunity to take the pre-test. While it was not a problem to look at individual student scores that were downloaded in Excel and delete all but their first attempt, we were unable to do the same with the frequency analysis report without spending many hours doing so.
2. For the frequency analysis report, we will look at how we can download results that map the pre and post results for students who took both the pre and post tests rather than all students (Le. some students took the pre but not the post test and vice versa). As an example, in the frequency analysis report, 253 students were reported taking the pre-test (which included those taking it multiple times) with only 230 students taking the post-test.

Is there data from this test you feel will be helpful in improving your computer literacy course?

It is very easy for each instructor to look at the frequency analysis reports for each section and determine where students failed to master a specific competency. The instructor can then make sure that these competencies are covered sufficiently through lectures or projects. This semester, we arbitrarily chose a minimum of 60% as our cutoff, with percentages below this level needing attention.

In addition, each instructor has access to the "Exam Results by Section" report for their sections and as a total for all sections. This report provides student grades enabling instructors to determine how students performed on the post versus the pre test.

How can we coordinate assessment methods across the disciplines?

Since so many disciplines teach so many different computer applications in their literacy classes, it is impossible to have one assessment method across campus. For example, the nursing computer literacy class teaches software that relates directly to the medical field, and business teaches a literacy course that is heavily weighted with Excel so students are prepared for upper level classes. It may be that each department or college looks at the Core Curriculum Committee's exemplary objectives for computer literacy and chooses methods to assess them as a discipline rather than as a university—if that is possible.

Beginning this semester (spring 2010), the instructors in BCIS 1305 have implemented the following methods to assess the committee's objectives.

1. To use accepted word processing techniques to produce a well-designed and esthetically pleasing formal document. *(Formative assessment: SAM Word Capstone Project, Scenario 1)*
2. To use standard spreadsheet features to produce a representation and analysis of numerical data. *(Formative assessment: SAM Excel Capstone Project, Scenario 1)*
3. To create an original graphic image. *(Formative assessment: SAM Excel Capstone Project, Scenario 1)*
4. To locate, retrieve, and evaluate information relevant to a question. *(Formative assessment: team PowerPoint project)*
5. To create an electronic document that discusses a single subject or conveys a message. *(Formative assessment: SAM Word Project* 2, *Scenario 1)*

6. To recognize and respond to an ethical issue related to computer usage.

(Summative assessment: quiz over ethics and information security)

The rubrics for these assessments will basically be a percentile of grades:

- 1 point will be awarded for students who earn a grade of 1-25.
- 2 points will be awarded for students who earn a grade of 26-50.
- 3 points will be awarded for students who earn a grade of 51-75.
- 4 points will be awarded for students who earn a grade of 76-100.

The following tables show the results of our fall 2009 assessments.

Subject	Activity	Task [ID]	Pre Test % Correct (n=253)	Post Test % Correct (n=230)
MS Access 2007	Create Report with Wizard	Use the Report Wizard to create a Columnar report based on the table "EMPLOYEES". Use all available fields. Use all other default settings. [192]	21%	65%
MS Access 2007	Lookup Fields	Using a wizard, create a lookup in the "Class" field that will contain the values "STAFF" or "CONSULTANT". [520]	3%	65%
MS Access 2007	Primary Key	Specify that the currently-selected "Client ID" field will be the primary key in the data table. (Do NOT use ALT-D.) [675]	47%	77%
MS Access 2007	Use the AVG function in a query	Specify that the query will display the average of the field "Words Translated". [1095]	0%	64%
MS Access 2007	Create a multi-table query	Begin a query that will use the "Projects" and "Clients" tables. Do NOT use a Wizard. [1101]	27%	47%
MS Access 2007	Create and run a parameter query	Specify that the query will prompt the user to "Enter Client ID" before running. Run the query to display Client ID "109". [1093]	0%	59%
MS Access 2007	Join Tables in Query	Specify that when performing a query with the "PROJECTS" and "CLIENTS" tables, the query will include all records from the "PROJECTS" table and only those records from the "CLIENTS" table where the joined fields are equal. [503]	1%	46%
MS Access 2007	Create an advanced filter in a table	Filter the table to show only records where the "Words Translated" field is at least 20,000. [1206]	0%	28%
MS Access 2007	Filter Form	Filter the form to only display records in which the "Target Language" field equals "GERMAN". [332]	45%	87%
MS Access 2007	Run Query	Run a query that displays the total number of editing hours for each language. Display the number of hours sorted from highest to lowest. The query should only display "Hours Editing" and "Target Language". (Do NOT specify search Criteria.) [772]	2%	73%
MS Access 2007	Add a field between two existing fields in a table	Add a new field to the data table between "Price per Word" and "Hours Editing". (Do NOT use ALT-D.) [1103]	43%	92%
MS Access 2007	Datatype - Number	Specify that the "WORDS TRANSLATED" field will contain a number appearing in "STANDARD" number format. [227]	11%	85%
MS Excel 2007	AutoFilter - Display	Enable the feature in cell B3 that allows you to automatically filter the selected range. [32]	51%	74%
MS Excel 2007	Chart - Format	Specify that the selected legend will automatically appear at the bottom of the chart. Do NOT click and drag. [88]	52%	88%

Subject	Activity	Task [ID]	Pre Test % Correct (n=253)	Post Test % Correct (n=230)
MS Excel 2007	Conditional Formatting	Specify that the cells in the selected range whose cell value is greater than (but NOT equal to) 5 will be automatically formatted in italics. [139]	12%	90%
MS Excel 2007	Formula - Subtract	At the insertion point, type the formula that will subtract the contents of cell H15 from the sum of cells I7 through I12. Press ENTER when done. [391]	17%	67%
MS Excel 2007	Goal Seek	Automatically vary the contents of cell E7 so that the value of the contents of cell E10 equals 50. [408]	2%	52%
MS Excel 2007	Number Format - Date	Format the selected serial date numbers as dates in the format Day-Month (14-Mar). [601]	50%	64%
MS Excel 2007	Create formulas using the IF function	Select and insert the worksheet function that displays different values based on whether a condition is true or false. [1068]	16%	70%
MS Excel 2007	Use a named range in a formula	At the insertion point, type the formula that will multiply the sum of cells in a range named "WORDS" by the sum of the cells in a range named "HOURS". Press ENTER when done. [1274]	5%	56%
MS Excel 2007	Use the RATE function	Select and insert the worksheet function that displays the interest rate per period of a loan or an investment. [1475]	17%	52%
MS Excel 2007	Absolute Cell Address	Specify that the formula in the edit line will always multiply by cell A4 even if pasted into another cell. Press ENTER when done. [1]	2%	39%
MS Excel 2007	Chart - Change Type	Change the chart type to a 3-D non-exploded pie chart. [83]	63%	86%
MS Excel 2007	Formula - Add	At the insertion point, type the formula that will add the contents of cells H7 through H11 and divide the total by 5. Press Enter when done. (Do NOT use spaces in the formula.) [388]	20%	68%
MS Excel 2007	Number Format - Currency	Format the selected cells so that the number 20 appears as $20.00 (as currency with two decimal places). [599]	63%	78%
MS Excel 2007	Range Name - Create	Name the selected range of cells "LANGUAGE". [722]	13%	61%
MS Excel 2007	Subtotals	Automatically insert a subtotal for each "OFFICE LOCATION" in the "TOTAL" column. [900]	8%	41%
MS Excel 2007	Import data from a Web page	Import data from the web site www.tro.com/projects to the current worksheet. [1263]	12%	69%
MS Excel 2007	Add a total row to a table	Add a "Total" row to the selected table. [1273]	11%	83%
MS Excel 2007	Use the NPER function	Select and insert the worksheet function that will calculate the number of periods for an investment based on a constant interest rate and periodic payments of constant amount. [1474]	5%	83%

Subject	Activity	Task [ID]	Pre Test % Correct (n=253)	Post Test % Correct (n=230)
MS Excel 2007	Function - Autosum	With a single action, insert sum functions into each of the selected cells [394]	35%	58%
MS Excel 2007	Apply Style	Apply the style "HEADING" to the selected cells. [20]	37%	53%
MS Excel 2007	Customize Excel Options	Change the Excel proofing option so that words in uppercase are NOT ignored. [1118]	8%	65%
MS Excel 2007	Create formulas using the MAX function	Select the worksheet function that will return the largest number in a specified range of cells. The function should ignore text and logical values. [1067]	24%	36%
MS Excel 2007	Create a formula using the FV function	Select and insert the worksheet function that calculates the future value of an investment using a constant interest rate and periodic, unvarying payments. [1320]	9%	30%
MS Excel 2007	Import Data	Import a comma-delimited text file named "SERVICES" (located in the current directory) into Excel using the Text Import Wizard. [469]	24%	64%
MS Excel 2007	Create formulas using the TODAY function	Select and insert the worksheet function that displays the current date formatted as a date. [1463]	34%	29%
MS Excel 2007	Create formulas using the AVERAGE function	Select and insert the worksheet function that displays the sum of specified values divided by the number of values. [1074]	15%	37%
MS Excel 2007	AutoFilter - Custom	Use the filter to display rows that contain either "EDITOR" or "TRANSLATOR" in the selected range. [30]	20%	74%
MS Excel 2007	Format chart data labels	Specify that the selected data labels will display the values of the data. [1113]	16%	44%
MS Excel 2007	Create formulas using the NOW function	Select and insert the worksheet function that displays the current date and time formatted as a date and time. [1461]	37%	46%
MS PowerPoint 2007	Animation	Change the speed of all slides transitions in the current presentation to "SLOW". [16]	60%	81%
MS PowerPoint 2007	Print Handouts	Print ten copies of the handouts for this presentation. Specify that the handouts will include two slides per printed page. [684]	67%	76%
MS PowerPoint 2007	Excel Table - Insert	Without leaving PowerPoint, add a new Microsoft Excel Worksheet to the current slide. [309]	58%	61%
MS PowerPoint 2007	Animate a shape using a motion path	Assign a custom animation to the selected shape with a "Down" Motion Paths effect. [1344]	56%	55%
MS Word 2007	Quick Parts - Create	Add the selected text to a list of stored text entries that can be automatically inserted into any document. Assign the name "BACKGROUND" to the selected text and save in the "Quick Parts" Gallery. [717]	31%	60%
MS Word 2007	Insert a citation	Insert a citation for the book "Mistranslations" by James White into the document. [1139]	73%	53%
MS Word 2007	Create a source	Create a new citation source for a book entitled "Mistranslations" with an author named "James White". [1141]	55%	62%
MS Word 2007	Edit Footnote	Change the selected footnote to read "SEE PAGE 13." Press ENTER when done. [297]	29%	73%
MS Word 2007	Insert a bibliography	Insert a bibliography of sources into the document. [1140]	72%	79%

ATTACHMENT G

Assessment Committee Proposal:
Core Sophomore Literature Course
Reading Assessment Draft 7
Approved 12/02/09

University Undergraduate
Learning Goal:

2. *Core Skills*: Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technology fluency.

a. Students will comprehend and critically interpret information in written and oral forms.

Department Goal:

The student should comprehend and critically interpret a text or texts.

Student Learning Outcome

55% of the students completing a final assignment (paper, presentation, or exam) and assessed with this rubric will be scored proficient or higher.

Proficient = Analyzes elements to develop an interpretation: demonstrates limited depth and complexity of thought; supports ideas occasionally using limited evidence from the text.

Reading Measurement Tool (to be assigned in the last three weeks of the semester in assignment form determined by the instructor)

Reading Assessment Rubric

Superior (4):

Analyzes elements to develop an *effective* interpretation: demonstrates substantial depth and complexity of thought; supports ideas consistently using substantial evidence from the text.

Proficient (3):

Analyzes elements to develop an interpretation: demonstrates limited depth and complexity of thought; supports ideas occasionally using limited evidence from the text.

Weak (2):

Analyzes elements to develop a *partial* interpretation: demonstrates superficial understanding of the text and superficial thought; rarely supports ideas with evidence from the text.

Unsatisfactory (1):

Does not analyze elements; does not develop an interpretation: demonstrates little to no understanding of the text being interpreted or analyzed; uses information that is off-topic and irrelevant to the analysis of the text.

Reporting Form
Sophomore Literature Core
Reading Assessment

Instructions:

Please make a copy of this form for each student who submits the assessed assignment.

Check the appropriate box for each assessed assignment.

Return the assessment forms to Jeff Schonberg, Chair of the Assessment Committee, by the end of final exam week.

Assessment Rubric

_____ **Superior (4):**

Analyzes elements to develop an *effective* interpretation: demonstrates substantial depth and complexity of thought; supports ideas consistently using substantial evidence from the text.

_____ **Proficient (3):**

Analyzes elements to develop an interpretation: demonstrates limited depth and complexity of thought; supports ideas occasionally using limited evidence from the text.

_____ **Weak (2):**

Analyzes elements to develop a *partial* interpretation: demonstrates superficial understanding of the text and superficial thought; rarely supports ideas with evidence from the text.

_____ **Unsatisfactory (1):**

Does not analyze elements; does not develop an interpretation: demonstrates little to no understanding of the text being interpreted or analyzed; uses information that is off-topic and irrelevant to the analysis of the text.

ATTACHMENT H

SPEECH COMMUNICATION RUBRIC/EVALUATION SHEET

Instructor Assessment Speaker's Name/CID _____

1 = statement/activity not performed
2 = statement/activity performed, but incorrect/incomplete/inaudible
3 = statement/activity performed clearly/audibly
4 = statement/activity performed clearly/audibly/confidently/compelling

ORGANIZATION: 20 points		**COMMENTS**
Introduction:		
Attention	1 2 3 4	
*Credibility statement	1 2 3 4	
*Audience relevance	1 2 3 4	
*Thesis statement	1 2 3 4	
Preview	1 2 3 4	

BODY: 24 points		
Main points clearly identifiable	1 2 3 4	
*Used relevant supporting material	1 2 3 4	
*Cited 4 sources	1 2 3 4	
*Sources appropriate and used properly	1 2 3 4	
*Emphasized structure	1 2 3 4	
*Used transitions	1 2 3 4	

CONCLUSION: 20 points		
Restated main points	1 2 3 4	
*Rephrased thesis statement	1 2 3 4	
*Reminded audience of credibility	1 2 3 4	
*Reminded of audience relevance	1 2 3 4	
*Decisive concluding statement	1 2 3 4	

DELIVERY: 36 points 1 = activity not performed properly 2 = activity not consistently performed properly 3 = activity performed correctly and consistently throughout speech		
Physical Delivery	1 2 3	
Eye contact	1 2 3	
Gestures	1 2 3	
Movement	1 2 3	
Naturalness of delivery	1 2 3	
Vocal Delivery		
Volume	1 2 3	
Rate	1 2 3	
Conversational quality	1 2 3	
Enthusiasm	1 2 3	
Sensory Aid Use		
Visible/audible	1 2 3	
Adds to information	1 2 3	
Spoke to audience, not aids	1 2 3	
Aids were effective	1 2 3	

TOTAL POINTS _____

TIME MANAGEMENT: If you violate your time, your speech grade will be reduced by as much as one letter grade.

Peer Critique:

Critic's Name/CID: _____ **Speaker's Name:** _____ **Topic:** _____

Student Response Section			Instructor Response Section
Informative Speech Peer Critique			**Rubric:** **0-5 = poor scoring/comments** **6-10 = scoring/comment errors** **11-15 = scores/comments correct** **16-20 = scores/comments correct and insightful**
Grading Rubric	**1 = statement/activity not performed** **2 = statement/activity performed clearly/audibly** **3 = statement/action clear, audible/confident/compelling**		
		Comments:	
Introduction:			
Attention	**1 2 3**		
***Credibility statement**	**1 2 3**		
***Audience relevance**	**1 2 3**		
***Thesis statement**	**1 2 3**		
***Preview**	**1 2 3**		
			Score: _____
Body:			
Main parts clearly identifiable	**1 2 3**		
***Used relevant supporting material**	**1 2 3**		
***Cited supporting evidence (4)**	**1 2 3**		
***Emphasized structure**	**1 2 3**		
***Used transitions**	**1 2 3**		
			Score: _____
Conclusion:			
Restated main points	**1 2 3**		
***Rephrased thesis statement**	**1 2 3**		
***Reminded audience of credibility**	**1 2 3**		
***Reminded of audience relevance**	**1 2 3**		
***Decisive concluding statement**	**1 2 3**		
			Score: _____
Delivery	**1 = activity not performed** **2 = activity performed once or twice during the speech** **3 = activity performed consistently during the speech**		
Physical Delivery:			
***Eye contact**	**1 2 3**		
***Gestures**	**1 2 3**		
***Movement**	**1 2 3**		
***Naturalness of delivery**	**1 2 3**		
Vocal delivery:			
***Volume**	**1 2 3**		
***Rate**	**1 2 3**		
***Conversational quality**	**1 2 3**		
***Enthusiasm**	**1 2 3**		
			Score: _____
Write out your question for the speaker: **0 = Question/comment does not relate to topic or performance** **5 = Question/comment relates to topic or performance, but was answered in the speech** **10 = Comment relates to topic/performance and gives appropriate reinforcement to the topic analysis or speech performance** **16 = Question relates to topic/performance and asks for appropriate clarification of a point discussed in the speech** **20 = Question relates to topic/performance and allows the speaker to respond to additional topical issues not addressed in the presentation**			**Score:** _____

ATTACHMENT J

Please note: No ATTACHMENT I exits due to possible confusion with the numeral "1"

ANGELO STATE UNIVERSITY

EXAMPLES OF ASSESSMENT PLANS

April 15, 2010

COLLEGE OF LIBERAL AND FINE ARTS

ASSESSMENT PLAN	
Department/Program: Government BA	
Plan completed by: Dr. Edward C. Olson	**Date: January 29, 2010**

	GOAL #1	GOAL #2	GOAL #3	GOAL #
A. State your expected learning goal.	Students majoring in Government will understand the fundamentals of the Political Science Discipline.	Students majoring in Government will have an understanding of the institutions and processes of the American Political Process.	Students majoring in Government will appreciate and have a basic understanding of some different political systems in the world and their interactions in the international system.	
B. Identify where expected outcomes are addressed.	Courses	Courses	Courses	
C. Determine methods and criteria to assess outcomes.	Major Field Achievement test in Political Science.	Major Field Achievement sub-field test in American Politics.	Major Field Achievement Sub-field test in Comparative Politics and International Relations.	

D. Establish your level of expected performance.	50% of graduating seniors will score at or above the 50th percentile nationally on the MFAT in Political Science.	50% of graduating seniors will score at or above the 50th percentile nationally on the MFAT sub-field section in American Politics.	50% of graduating seniors will score at or above the 50th percentile nationally on the MFAT sub-field section in Comparative Politics and International Relations.	
E. Identify institutional learning goals supported by this dept. learning goal.	SACs, Master Goals, and ASU Strategic Directions.	SACs, Master Goals and ASU Strategic Directions.	SACs, Master Goals, and ASU Strategic Directions.	
F. Identify baseline information.	MFAT Exam Performance for last three years.	MFAT sub-field performance for last three years	MFAT sub-field performance for last three years.	
G. Determine who you will assess.	Graduating Seniors majoring in Government	Graduating Seniors majoring in Government	Graduating Seniors majoring in Government	
H. Establish a schedule for assessment.	Every two years	Every two years	Every two years	
I. Determine who will review and interpret results.	Department Head	Department Head	Department Head	

J. Describe how results will inform teaching, learning and decision making.	Results brought to Department Committee to review curriculum and recommend curriculum and other pedagogical changes.	Results brought to Department Committee to review curriculum and recommend curriculum and other pedagogical changes.	Results brought to Department Committee to review curriculum and recommend curriculum and other pedagogical changes.	
K. Determine how and with whom you will share results.	Departmental Faculty and College Dean. Written and Electronic Storage.	Departmental Faculty and College Dean. Written and Electronic Storage.	Departmental Faculty and College Dean. Written and Electronic storage.	
L. Determine who will keep assessment records	Department Head in Departmental Office. SPOL.	Department Head in Departmental Office. SPOL.	Department Head in Departmental Office. SPOL.	
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	Departmental Faculty	Departmental Faculty	`Departmental Faculty	
N. Recommendations and action follow up will be recorded and stored in SPOL with hard copies retained in Department files.				

ASSESSMENT PLAN	
Department/Program: Psychology, Sociology, & Social Work / Psychology & Sociology	
Plan completed by: Dr. William Davidson	**Date: February 22, 2010**

	GOAL #1	GOAL #2	GOAL #3	GOAL #
A. State your expected learning goal.	Students will be able to conduct research in their major discipline.	Student will achieve mastery of classic and contemporary theories and principles in their major discipline.	Students will be able to apply knowledge in their major discipline to the solution of problems.	
B. Identify where expected outcomes are addressed.	Research methods courses	Core courses in the major field.	Internships, community service projects, and application exercises and activities embedded in courses	
C. Determine methods and criteria to assess outcomes.	Students must pass validated local exit exam	Students must pass validated local exit exam	Students must submit acceptable solutions to a series of relevant problems.	
D. Establish your level of expected performance.	We expect students to attain mastery level score on research methods skills.	We expect students to attain mastery level score on discipline-specific theories and principles.	We expect students to generate solutions that are practical, realistic, and consistent with the discipline's principles.	

E. Identify institutional learning goals supported by this dept. learning goal.	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5	
F. Identify baseline information.	Previous years' scores	Previous years' scores	Previous years' scores	
G. Determine who you will assess.	All students who are in their final semester.	All students who in their final semester.	All students who are in their final semester.	
H. Establish a schedule for assessment.	annually	Annually	annually	
I. Determine who will review and interpret results.	Department head, program directors, and department Institutional Effectiveness Committee members	Department head, program directors, and department Institutional Effectiveness Committee members	Department head, program directors, and department Institutional Effectiveness Committee members	
J. Describe how results will inform teaching, learning and decision making.	Course revisions and the development of new courses will be guided by the results.	Course revisions and the development of new courses will be guided by the results.	Revisions to the students experiences inside the classroom and in field settings will be guided by the results.	

K. Determine how and with whom you will share results.	Results will be shared electronically with those who are responsible for making improvements.	Results will be shared with those who are responsible for making improvements.	Results will be shared with those who are responsible for making improvements.	
L. Determine who will keep assessment records	Department head, program directors, and department Institutional Effectiveness Committee members	Department head, program directors, and department Institutional Effectiveness Committee members	Department head, program directors, and department Institutional Effectiveness Committee members	
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	Department head and program directors	Department head and program directors	Department head and program directors	

Decide how your department or program will document recommendations and follow up on actions taken. This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, Strategic Planning On-Line can host your evaluations, recommendations, and follow-up strategies. The ways in which the assessment results lead to changes will be posted annually in the SPOL system.

ASSESSMENT PLAN	
Department/Program: Communication, Drama, and Journalism, Graduate Program (MA in Communication)	
Plan completed by: Drs. Shawn Wahl and Lana Marlow	**Date: February 2010**

	GOAL #1	GOAL #2	GOAL #3	GOAL #
A. State your expected learning goal.	Evaluate and synthesize communication research literature.	Create and evaluate communication research projects using quantitative and qualitative research methods.	Apply and critique communication theory and research.	
B. Identify where expected outcomes are addressed.	• Core Grad Seminars • Programs • Faculty Sponsored Projects • Comprehensive Exams	• Core Grad Seminars • Programs • Faculty Sponsored Projects • Comprehensive Exams	• Core Grad Seminars • Programs • Faculty Sponsored Projects • Comprehensive Exam	
C. Determine methods and criteria to assess outcomes.	• Core Grad Seminars • Programs • Faculty Sponsored Projects • Comprehensive Exams	• Testing via department instrument (comprehensive exam) • Writing Assignments	• Testing via department instrument (comprehensive exam) • Writing Assignments	
D. Establish your level of expected performance.	• Mastery level score on comprehensive exam • Holistic score on ability to create original communication research	• Mastery level score on comprehensive exam • Holistic score on ability to create original	• Mastery level score on comprehensive exam • Holistic score on ability to create original communication research	

		communication research		
E. Identify institutional learning goals supported by this dept. learning goal.	ASU Learning Goals 1, 2,3, 4, and 5	ASU Learning Goals 1, 2,3, 4, and 5	ASU Learning Goals 1, 2,3, 4, and 5	
F. Identify baseline information.	By means of: • •Department designed test • •Writing performance	By means of: • •Department designed test • •Writing performance	By means of: • •Department designed test • •Writing performance	
G. Determine who you will assess.	Student cohorts • First-semester graduate students • • Exit semester of M.A. program.	Student cohorts • First-semester graduate students • •Exit semester of M.A. program	Student cohorts • First-semester majors • Exit semester of M.A. program.	
H. Establish a schedule for assessment.	Pre: Upon matriculation (or entering the degree program) Post: At the end of a specific semester (comp exam) Random Samples Yearly (Cycle repeats after Year 3) Year 1: Focus on Evaluation and synthesis (comp exam) (Cycle repeats after Year 3)	Pre: Upon matriculation (or entering the degree program) Post: At the end of a specific semester (holistic score on creation and evaluation of original communication research) Random Samples Yearly Year 2: Focus on Creation and Evaluation (holistic score on ability to create and evaluate original communication research)	Pre: Upon matriculation (or entering the degree program) Post: At the end of a specific semester (comp exam) Random Samples Yearly Year 3: Focus on Application and critique (comp exam) (Cycle repeats after Year 3)	

		(Cycle repeats after Year 3)		
I. Determine who will review and interpret results.	• Internal evaluators: • Dept. Graduate Assessment Committee • External evaluators: • Faculty at neighboring institutions •	• Internal evaluators: • Dept. Graduate Assessment Committee • External evaluators: • Faculty at neighboring institutions •	• Internal evaluators: • Dept. Graduate Assessment Committee • External evaluators: • Faculty at neighboring institutions •	
J. Describe how results will inform teaching, learning and decision making.	• Revise pedagogy, curricula, sequence of courses • Design more effective foundation courses • Describe expected outcomes more effectively • Increase connections between in-class and out-of-class learning • Shape • department/program decision making, planning, and allocation of resources	• Revise pedagogy, curricula, sequence of courses • Design more effective foundation courses • Describe expected outcomes more effectively • Increase connections between in-class and out-of-class learning • Shape • department/program decision making, planning, and allocation of resources	• Revise pedagogy, curricula, sequence of courses • Design more effective foundation courses • Describe expected outcomes more effectively • Increase connections between in-class and out-of-class learning • Shape • department/program decision making, planning, and allocation of resources	
K. Determine how and with whom you will share results.	• Department faculty • Core Committee through an annual report	• Department faculty • Core Committee through an annual report	• Department faculty • Core Committee through an annual report	

	• University administration • Accreditors through self-studies • Program review •	• University administration • Accreditors through self-studies • Program review	• University administration • Accreditors through self-studies • Program review	
L. Determine who will keep assessment records	Head of Department Director of Graduate Studies Graduate Faculty	Head of Department Director of Graduate Studies Graduate Faculty	Head of Department Director of Graduate Studies Graduate Faculty	
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	Graduate Faculty Head of Department Director of Graduate Studies Dean of Liberal and Fine Arts	Graduate Faculty Head of Department Director of Graduate Studies Dean of Liberal and Fine Arts	Graduate Faculty Head of Department Director of Graduate Studies Dean of Liberal and Fine Arts	

N. Decide how your department or program will document recommendations and follow up on actions taken.
We will use Strategic Planning On-Line (SPOL) to host program evaluations, recommendations, and follow-up strategies.

COLLEGE OF SCIENCES

ASSESSMENT PLAN	
Department/Program: Biology, M.S. Biology	
Plan completed by: Dr. J. Kelly McCoy	**Date: 31 March 2010**

	GOAL #1	GOAL #2	GOAL #3	GOAL #4
A. State your expected learning goal.	Graduates will be able to apply modern theories of cell and molecular biology to interpret research results or to design experiments to test hypotheses	Graduates will be able to apply modern evolutionary theory to interpret research results or to design experiments to test hypotheses	Graduates will be able to apply current models of ecological interaction to interpret research results or to design experiments to test hypotheses	Graduates will be able to apply current models of physiological mechanisms to interpret research results or to design experiments to test hypotheses
B. Identify where expected outcomes are addressed.	Outcomes are addressed in several courses including BIO6342,, BIO5450,	Outcomes are addressed in several courses including BIO6351, BIO6431	Outcomes are addressed in several courses including BIO6351, BIO6354	Outcomes are addressed in several courses including BIO6354,
C. Determine methods and criteria to assess outcomes.	Outcomes will be assessed by using embedded assessments of course-level SLO's in the above courses	Outcomes will be assessed by using embedded assessments of course-level SLO's in the above courses	Outcomes will be assessed by using embedded assessments of course-level SLO's in the above courses	Outcomes will be assessed by using embedded assessments of course-level SLO's in the above courses
D. Establish your level of expected performance.	Expected level of performance is established by the faculty responsible, but is generally	Expected level of performance is established by the faculty responsible, but is generally	Expected level of performance is established by the faculty responsible, but is generally	Expected level of performance is established by the faculty responsible, but is generally mastery by at least 70% of students.

	mastery by at least 70% of students.	mastery by at least 70% of students.	mastery by at least 70% of students.	
E. Identify institutional learning goals supported by this dept. learning goal.	Undergraduate Learning Goal #3	Undergraduate Learning Goal #3	Undergraduate Learning Goal #3	
F. Identify baseline information.	Initial assessment will occur during AY 2009-2010	Initial assessment will occur during AY 2009-2010	Initial assessment will occur during AY 2009-2010	Initial assessment will occur during AY 2009-2010
G. Determine who you will assess.	Progress on relevant student learning objectives will be assessed each time these courses are offered	Progress on relevant student learning objectives will be assessed each time these courses are offered	Progress on relevant student learning objectives will be assessed each time these courses are offered	Progress on relevant student learning objectives will be assessed each time these courses are offered
H. Establish a schedule for assessment.	Assessment will occur during the semester the course is offered	Assessment will occur during the semester the course is offered	Assessment will occur during the semester the course is offered	Assessment will occur during the semester the course is offered
I. Determine who will review and interpret results.	Faculty members will review results for their courses. Results will be submitted to the Dept. Head for overall review	Faculty members will review results for their courses. Results will be submitted to the Dept. Head for overall review	Faculty members will review results for their courses. Results will be submitted to the Dept. Head for overall review	Faculty members will review results for their courses. Results will be submitted to the Dept. Head for overall review

J. Describe how results will inform teaching, learning and decision making.	For those objectives where performance does not meet expectations plans will be developed to improve student learning.	For those objectives where performance does not meet expectations plans will be developed to improve student learning.	For those objectives where performance does not meet expectations plans will be developed to improve student learning.	For those objectives where performance does not meet expectations plans will be developed to improve student learning.
K. Determine how and with whom you will share results.	Results will be shared with the entire Biology faculty, the Dean of the College of Sciences, and made available to other administrative offices	Results will be shared with the entire Biology faculty, the Dean of the College of Sciences, and made available to other administrative offices	Results will be shared with the entire Biology faculty, the Dean of the College of Sciences, and made available to other administrative offices	Results will be shared with the entire Biology faculty, the Dean of the College of Sciences, and made available to other administrative offices
L. Determine who will keep assessment records	The Department Head will assume responsibility for maintaining assessment records	The Department Head will assume responsibility for maintaining assessment records	The Department Head will assume responsibility for maintaining assessment records	The Department Head will assume responsibility for maintaining assessment records
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	The faculty, in consultation with the Department Head will make all decisions regarding curriculum, course offerings, etc.	The faculty, in consultation with the Department Head will make all decisions regarding curriculum, course offerings, etc.	The faculty, in consultation with the Department Head will make all decisions regarding curriculum, course offerings, etc.	The faculty, in consultation with the Department Head will make all decisions regarding curriculum, course offerings, etc.

N. Decide how your department or program will document recommendations and follow up on actions taken. This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, Strategic Planning On-Line (SPOL) can host your evaluations, recommendations, and follow-up strategies. SPOL

ASSESSMENT PLAN	
Department/Program: Mathematics / Baccalaureate Program	
Plan completed by: Dr. Roger Zarnowski	**Date: April 1, 2010**

	GOAL #1	GOAL #2	GOAL #3	GOAL #
A. State your expected learning goal.	Students will demonstrate mastery of concepts in a variety of nationally accepted mathematics subject areas.	Students will solve applied problems using algebra, linear algebra, and calculus.	Students will acquire real-world data, present it in multiple forms (such as tables or graphs), use software to analyze the data and draw inferences from it, and produce a professionally typeset report that incorporates the data, the analysis, and the results.	
B. Identify where expected outcomes are addressed.	The B.A. and B.S. programs	The B.A. and B.S. programs	CAM/MATH 1351 (Mathematical Technology)	
C. Determine methods and criteria to assess outcomes.	Major Field Test Institutional Means Distribution	Major Field Test Assessment Indicators	End-of-course project	
D. Establish your level of expected performance.	The three-year mean score for students taking the Mathematics Major Field Test will be at or above the 60th percentile of the national Institutional Mean Score Distribution.	The three-year average MFT Assessment Indicators for Algebra, Calculus, and Applied problems will each be at or above the 60th percentile of the national distribution.	80% of participating students will complete the project with a grade of C or higher.	

E. Identify institutional learning goals supported by this dept. learning goal.	1d, 2a, 2c, 3a, 3c	1d, 2a, 2c, 3a, 3c	1b, 1d, 2b, 2e, 3a, 3c	
F. Identify baseline information.	MFT scores and rolling three-year averages	MFT Assessment Indicators and rolling three-year averages	Scores on end-of-class project	
G. Determine whom you will assess.	Students completing the program during a given academic year	Students completing the program during a given academic year	All mathematics majors at the end of the semester in which they take CAM/MATH 1351	
H. Establish a schedule for assessment.	Each fall and spring semester	Each fall and spring semester	Students will be assessed during the semester they are enrolled in CAM/MATH 1351.	
I. Determine who will review and interpret results.	Director of Assessment for the Mathematics B.A./B.S. (non-certification) degree programs	Director of Assessment for the Mathematics B.A./B.S. (non-certification) degree programs	Instructor(s) of record and the Director of Assessment for the Mathematics B.A./B.S. (non-certification) degree programs	
J. Describe how results will inform teaching, learning and decision making.	Curricula and syllabi will be reviewed annually with appropriate modifications as needed based on the assessment results.	Curricula and syllabi will be reviewed annually with appropriate modifications as needed based on the assessment results.	The course syllabus and project objectives will be adjusted as needed in order to ensure that the goal is met.	
K. Determine how and with whom you will share results.	The department faculty will be informed directly and the results will be placed on SPOL for access by other interested parties.	The department faculty will be informed directly and the results will be placed on SPOL for access by other interested parties.	The department faculty will be informed directly and the results will be placed on SPOL for access by other interested parties.	

L. Determine who will keep assessment records	Director of Assessment for the Mathematics B.A./B.S. (non-certification) degree programs. Summaries of assessment records will be entered into SPOL.	Director of Assessment for the Mathematics B.A./B.S. (non-certification) degree programs. Summaries of assessment records will be entered into SPOL.	Director of Assessment for the Mathematics B.A./B.S. (non-certification) degree programs. Summaries of assessment records will be entered into SPOL.	
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	Executive Committee of the Mathematics Department	Executive Committee of the Mathematics Department	Executive Committee of the Mathematics Department	

N. **Decide how your department or program will document recommendations and follow up on actions taken.** This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, Strategic Planning On-Line can host your evaluations, recommendations, and follow-up strategies. Results will be compiled each fall and spring semester. Faculty will review the results at Departmental meetings and discuss appropriate actions. The Executive Committee will determine action items and follow up on previously determined action items. Summaries of assessment data, Executive Committee decisions, and follow-up items will be posted to SPOL.

COLLEGE OF EDUCATION

ASSESSMENT PLAN	
Department/Program: Teacher Education Department	
Plan completed by: Dr. Lucksinger	**Date: March, 2010**

	GOAL #1	GOAL #2	GOAL #3	GOAL #4
A. State your expected learning goal.	Content Knowledge	Pedagogical Skills and Professional Dispositions	Instructional Planning	Student-Centered Learning in a Culturally Responsible Environment
B. Identify where expected outcomes are addressed.	Courses Programs	Courses Programs Field Experiences	Courses Programs Field Experiences	Courses Programs Field Experiences
C. Determine methods and criteria to assess outcomes.	Course assessments TExES Content testing	Course Assessments TExES PPR testing Field Experience assessments	Course Assessments TExES testing Field Experience assessments	Course assessments TExES testing Field Experience assesments
D. Establish your level of expected performance.	C or better in course work Numerical score on state TExES examinations	C or better in course work Numerical score on state TExES examinations Satisfactory grade in Student Teaching/Practicums/Internships	C or better in course work Numerical score on state TExES examinations Satisfactory grade in Student Teaching/Practicums/ Internships	C or better in course work Numerical score on state TExES examinations Satisfactory grade in Student Teaching/Practicus/Internships

E. Identify institutional learning goals supported by this dept. learning goal.	Specialized knowledge related to field of study	Specialized professional knowledge and skills	Core skills and Specialized knowledge and skills related to professional education	Specialized knowledge and professional skills Social responsibility Cultural Identity related to individual and global perspectives
F. Identify baseline information.	Pre/post tests Locally designed tests In-class writings and project assessments	Pre/post tests Locally designed tests In-class writings Case Studies Projects Performances Standardized tests	Performance Projects Portfolio Locally designed tests Standardized tests	Locally designed tests In-class writings Projects Performances Standardized tests Portfolio
G. Determine who you will assess.	All candidates	All candidates	All candidates	All candidates
H. Establish a schedule for assessment.	Upon entering the EPP	Upon entering the EPP Upon entering Student Teaching Upon program completion	Upon entering the EPP Upon entering Student Teaching Upon program completion	Upon entering the EPP Upon entering Student Teaching Upon program completion
I. Determine who will review and interpret results.	Inside evaluators: Faculty Field Experience Director Outside evaluator: SBEC –TExES results	Inside evaluators: Faculty Field Experience Director University Supervisors Outside Evaluator: SBEC-TExES results	Inside evaluators: Faculty University Supervisors Outside Evaluator: Cooperating Teachers SBEC-TExES results	Inside evaluators: Faculty University Supervisors Outside Evaluator: Cooperating Teachers SBEC-TExes results

J. Describe how results will inform teaching, learning and decision making.	Revise curricula, sequence of courses Shape department/program decision making, planning, and allocation of resources	Revise pedagogy, curricula, sequence of courses Shape department/program decision making, planning, and allocation of resources	Revise curricula, sequence of courses Shape department/program decision making, planning, and allocation of resources Increase connections between in-class and out- of-class learning	Revise curricula, sequence of courses Shape department/program decision making, planning, and allocation of resources Increase connections between in-class and out- of-class learning
K. Determine how and with whom you will share results.	Department faculty Teacher Education Council Program Reviews SBEC	Department faculty Teacher Education Council Program Reviews SBEC	Department faculty Teacher Education Council Program Reviews SBEC	Department faculty Teacher Education Council Program Reviews SBEC
L. Determine who will keep assessment records	College of Education Certification Office NCATE Coordinator	College of Education Certification Office NCATE Coordinator	College of Education Certification Office NCATE Coordinator	College of Education Certification Office NCATE Coordinator
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	Department of Teacher Education Faculty and Department Head, Dean College of Education	Department of Teacher Education Faculty and Department Head, Dean College of Education	Department of Teacher Education Faculty and Department Head, Dean College of Education	Department of Teacher Education Faculty and Department Head, Dean College of Education

N. Decide how your department or program will document recommendations and follow up on actions taken. This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, Strategic Planning On-Line can host your evaluations, recommendations, and follow-up strategies. SBEC and NCATE documentation; Department Office files, meeting documents and reports

ASSESSMENT PLAN - CSRFA	
Department/Program: Kinesiology/CSRFA (Master's program)	
Plan completed by: Dr. Doyle Carter	**Date: March, 2010**

	SLO #1	SLO #2	SLO #3	
A. State your expected learning goal.	Graduate students will demonstrate an appropriate level of profession involvement.	Graduate students will demonstrate appropriate research, writing and oral communication skills.	Graduate students will demonstrate competency in program design, promotion, and implementation.	
B. Identify where expected outcomes are addressed.	Co-curricular outcome	Addressed in all classes, but especially in the Professional Projects class.	Various courses	
C. Determine methods and criteria to assess outcomes.	Assessed through participation in professional associations.	Assessed through students' research, writing and oral projects.	Student projects; oral comprehensive	
D. Establish your level of expected performance.	1. 100% of students will join an appropriate professional association within the first semester of enrollment and maintain that membership while enrolled. Verification will be accomplished through a review of membership rosters and/or student-provided records of membership. 2. 100% of student will	1. Content-specific research, writing and/or oral projects will be assessed/graded in 100% of graduate courses. A departmental assessment rubric will be utilized in all classes (attached). 2. 100% of degree-seeking graduate student will enroll in the Professional Projects	1. 90% of students will achieve a grade of B or higher on experiential curricular and co-curricular projects related to the various aspects of program design, promotion, and implementation. Given the varied nature of these projects, a standardized rubric is not feasible.	

	attend a minimum of 1 professional conference per academic year. Verification will be accomplished through student-provided records of attendance. 3. After attending a professional conference, students will submit a conference portfolio and reflective paper to be assessed/graded by a graduate faculty member. 4. 100% of students will submit a faculty-reviewed presentation proposal to a recognized conference, clinic or workshop prior to graduation.	class, in which they will create a manuscript for publication or a professional presentation.	Rather, project expectations and the related grading systems will be communicated via course syllabi. 2. All graduate students will sit for an oral comprehensive examination as a condition of candidacy for graduation. The oral examination will include scenario-based programming questions. If the faculty panel determines that a student is deficient in this vital learning outcome, remedial work and/or a written comprehensive examination will be required as a condition of candidacy for graduation.	
E. Identify institutional learning goals supported by this dept. learning goal.	N/A for a graduate program.	N/A for a graduate program.	N/A for a graduate program.	
F. Identify baseline information.	Student membership/involvement data	Student research, writing and oral projects.	Student projects	
G. Determine who you will assess.	All degree-seeking graduate students	All degree-seeking graduate students	All degree-seeking graduate students	

H. Establish a schedule for assessment.	Annually each June	Annually each June	Annually each June	
I. Determine who will review and interpret results.	Graduate Program Assessment Committee	Graduate Program Assessment Committee	Graduate Program Assessment Committee	
J. Describe how results will inform teaching, learning and decision making.	Revise pedagogy, curricula, sequence of courses, etc.	Revise pedagogy, curricula, sequence of courses, etc.	Revise pedagogy, curricula, sequence of courses, etc.	
K. Determine how and with whom you will share results.	Results will be made available to appropriate parties via SPOL.	Results will be made available to appropriate parties via SPOL.	Results will be made available to appropriate parties via SPOL.	
L. Determine who will keep assessment records	Department head and Graduate coordinator	Department head and Graduate coordinator	Department head and Graduate coordinator	
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	Graduate Program Assessment Committee; Graduate Faculty	Graduate Program Assessment Committee; Graduate Faculty	Graduate Program Assessment Committee; Graduate Faculty	

N. Decide how your department or program will document recommendations and follow up on actions taken. This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, Strategic Planning On-Line can host your evaluations, recommendations, and follow-up strategies.

COLLEGE OF BUSINESS

NOTE: Colleges were not mandated to use the template. Accounting, Finance and Economics and Management Marketing chose not to do so as they are working on a unified plan for Business in accordance with AACSB guidelines.

Accounting Major Assessment Plan

Angelo State University, College of Business

1. Introduction

This document describes an assessment plan for the accounting major at Angelo State University. This assessment plan is based on four fundamental steps identified in the assessment literature (Martell and Calderon, 2005; Walvoord 2004).

1. Articulate goals for student learning.
2. Identify courses in which material related to these goals is taught and the course(s) in which these goals will be assessed.
3. Gather evidence on how well our students meet these learning goals using direct and indirect measures.
4. Use the evidence gathered in Step 3 for continuous improvement.

The accounting major assessment plan is organized as follows. Section 2 discusses five distinct program level learning goals for the accounting major degree program. This section also identifies nine courses that provide students opportunities to achieve these goals. Section 3 presents rubrics (direct measures) for each of the nine learning goals. Section 4 presents a plan on how this evidence will be used for improvement of the accounting major. Section 5 indicates other factors to consider for the accounting major assessment. This section also presents a few indirect measures that we will use to assess student learning.

2. Learning Goals for the Accounting Major

The accounting faculty of the College of Business have identified six learning goals for accounting majors. These learning goals are referred to as ACC LG1 thru ACC LG6, and are consistent with the objectives of the business program as articulated in the Angelo State University College of Business Learning Goals.

Program Learning Goals

Undergraduate accounting majors will be able to:

ACC LG1 Demonstrate knowledge of contemporary theory and practice in accounting as measured by the practice MFT and actual MFT.

ACC LG2 Demonstrate skills in the use of current information resources and technology.
ACC LG3 Demonstrate competency in interpersonal, oral, and written communications.
ACC LG4 Demonstrate proficiency in analytical thinking, critical analysis, creativity and problem-solving.
ACC LG5 Demonstrate acceptable ethical awareness and moral reasoning applied to an accounting problem, issue, or case study.
ACC LG6 Demonstrate knowledge of basic international business.

Table 1. Accounting Learning Goals versus Course Matrix.

A=Assessed
R=Required (currently required in official course objective)

	ACC LG1	ACC LG2	ACC LG3	ACC LG4	ACC LG5	ACC LG6
ACC 3303-Intermediate Accounting I	R					
ACC 3304-Intermediate Accounting II	R					
ACC 3305-Accounting Information Systems	R	R				
ACC 3331-Cost Accounting	RA					
ACC 3361-Income Tax Accounting	R					
ACC 4303-Auditing	R	R	R	R	R	
BCIS 4366-Business Modeling and Decision Making	R	RA	RA	RA		
BA 4303-Business Strategy and Policy	RA		R	R		
MGT 4302-Ethics in Organizations					RA	
IBUS 3311	R		R	R		RA
ISTD 3381						RA

Table 1 presents a matrix with these five learning goals and the core or required major courses in which content related to these learning goals is taught and assessed. An "A" at the intersection of a row-column in this matrix indicates that the ACC LG is assessed in that course through a common and consistent assignment or set of assignments. An "R" indicates that the material is required in that class. Other classes may also teach the material, but it is at the instructor's discretion. Even though several courses can be used to measure each ACC LG as indicated by Table 1, in the next section we propose collecting data from only one course for each ACC LG. Using one course per ACC LG has the following advantages:

Communication of the learning goals to students. The learning goals and the rubrics for the accounting program will be made part of course syllabi and outline documents beginning Fall 2010 where appropriate. The learning goals and rubrics applicable to each course will be discussed in the first class by each instructor.

Communication of the learning goals to new instructors. The accounting major lead or department head will meet with every new faculty member and communicate the requirements of assessment for the course(s) they are scheduled to teach. The management program level learning goals and the corresponding rubrics for assessing student learning will be clearly discussed.

Process for development of these learning goals and rubrics. These learning goals are arrived at collectively by the current accounting faculty. In addition, this group will take feedback from other business faculty members and stakeholders. The Business Advisory Council will periodically be solicited to provide feedback on issues related to outcomes assessment. The accounting learning goals and the corresponding rubrics may be presented to the Business Advisory Council and feedback will be incorporated into this document and presented to the College of Business for approval.

Organization of this section. Sections 3.1 through 3.5 present rubrics for five learning goals ACC LG1 through ACC LG6. The rubrics for each learning goal are designed based on individual student work. In other words, each student must work on his/her own to complete the assignments/exams/quizzes/projects discussed in the rubrics statements.

3.1 Rubrics Statement for ACC LG1

ACC LG1: Demonstrate knowledge of contemporary theory and practice in accounting as measured by the practice MFT and actual MFT.

Course in which this learning goal is assessed: BA 4303—Business Strategy and Policy Formulation

Course Embedded Activity for Assessment: Major Field test (MFT)

Assessment Rubric: Students graduating with an accounting major will score above the 70th percentile as compared to national

norms for the accounting component of the practice and actual MFT tests.

3.2 Rubrics Statement for ACC LG2

ACC_LG2: Demonstrate skills in the use of current information resources and technology.

Course in which this learning goal is assessed: BCIS 4366—Business Modeling and Decision Making

Course Embedded Activity for Assessment: Case study

Assessment Rubric:

Element	**Unacceptable (1 pts.)**	**Partially Proficient (2 pts.)**	**Proficient (3 pts.)**	**Accomplished (4 pts.)**
Electronic data gathering	Student demonstrates no knowledge of how to search, collect, and evaluate electronic data. If conclusions are drawn, they are not supported by data.	Student demonstrates minimal data gathering techniques that result in weak or inappropriate data. Conclusions are weak and minimally supported by data.	Student integrates satisfactory data gathering techniques with current information technology, but some conclusions are vague or incomplete.	Student demonstrates an excellent understanding of data gathering techniques and is able to integrate it with current information technology to draw appropriate conclusions.
Appropriate Software and Information Technology	Student is relatively unaware of information technology and/or software that they might use to compare data from different sources, analyze findings, and draw conclusions regarding business processes and functions.	Student describes and uses appropriate information technology and/or software to compare data from different sources, analyze findings, and determine the need for additional information, but chooses technology that is limited in its use.	Student describes and uses appropriate information technology and software to compare information from different sources, determine the need for additional information, and analyze findings.	Student demonstrates advanced use of appropriate information technology and/or software and provides an in-depth discussion of a strategy that integrates the technology with business processes and functions.

3.3 Rubrics Statement for ACC LG3

ACC LG3: Demonstrate competency in interpersonal, oral, and written communications.

Course in which this learning goal is assessed: BCIS 4366-- Business Modeling and Decision Making

Course Embedded Activity for Assessment: Case study

Assessment Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Grammar and Vocabulary	Mistakes in grammar, vocabulary usage, and spelling are pervasive.	Repetitive mistakes in grammar, vocabulary usage, and spelling are made.	Grammar and vocabulary usage are acceptable, although there are minor punctuation or spelling errors.	Grammar and vocabulary usage are flawless. The selection of vocabulary is rich, providing vivid descriptions that support all arguments made.
Interpersonal Communications	No connection with the audience is made; vocal pauses and slang and gestures constantly distract the audience and overpower the presentation; inarticulate.	Some connection with the audience is made; vocal pauses and slang and nonverbal gestures occur with some distraction for the audience; presentation could be more articulate.	A connection with the audience is made and maintained; vocal pauses and slang seldom occur; distracting nonverbal behaviors are mostly controlled detracting little from the presentation; presentation is mostly articulate.	A connection with the audience is effectively established; no vocal pauses and slang or distracting nonverbal behaviors detract from the presentation; presentation is exceptionally articulate.
Written Communications	Current technology is minimally used to prepare the report. The report is unprofessional. There are no embellishments, such as font changes, indentations, or bulleted lists. Graphics, such as tables and charts, are not used. Student does employ software integration in the report. The text is a continuing narrative that could not be presented to a client	Current technology is used to prepare the report which is divided into useful sub-headings; however, there is only one change in style to increase readability (e.g., underscore or boldface). Graphics are rare (less than five). Student does not employ software integration in the report. Significant assistance would be required to make the report into a professional report	Current technology is used to prepare the report. Word processing is neat, clean and supported by a limited number of graphics and enhancements. Sub-headings are useful and clearly identified by various font changes. Student does not employ software integration in the report. With minimal assistance, the report could be made into a professional report that is easily understood.	Current technology is used to create a professional report which is presented with useful graphics and embellished with style changes that highlight and simplify critical arguments. The student has integrated appropriate software into the report. The report is ready for a professional presentation.

	without extensive editing.	that is easily understood.		
Oral Communications	Student creates a presentation using text that does not successfully convey a message and does not employ the integration of software. The presentation contains errors in formatting and consistency and lacks attention to detail.	Student creates a presentation that may successfully convey a message using text, graphics, and animation; however, attention to formatting, detail, and/or consistency is lacking. Integration of software is not used.	Student creates a presentation to successfully convey a message using text, graphics, and animation. Attention is given to detail, overall appearance, and consistency, but some design elements lack professionalism. Software integration is minimally used.	Student very skillfully creates a professional presentation to successfully convey a message using text, graphics, animation, software integration, and complex formatting. Attention is given to creativity, detail, and consistency.

3.4 Rubrics Statement for ACC LG4

ACC LG4: Demonstrate proficiency in analytical thinking, critical analysis, creativity and problem-solving.

Course in which this learning goal is assessed: BCIS 4366-- Business Modeling and Decision Making

Course Embedded Activity for Assessment: Case study

Assessment Rubric:

Element	Unacceptable (1 pts.)	Partially Proficient (2 pts.)	Proficient (3 pts.)	Accomplished (4 pts.)
Problem Identification	The student failed to examine all of the evidence, oversimplified, or jumped to conclusions about a problem that was incorrectly described. One or more of the following problems occurred: context analysis was incorrect or too superficial to be of use; assumptions	An important business problem has been correctly identified, taking into account obvious contextual factors but missing those which were not stated directly in the case. Information presented was analyzed weakly with minor gaps or mistakes. Stated assumptions were noted, but	An important business problem has been correctly identified, taking into account a variety of contextual factors. Information presented in the case has been analyzed in terms of relevancy, sufficiency, and/or accuracy. Stated assumptions have been	An important business problem has been correctly identified, with a comprehensive and eloquent explanation of contextual factors. Information presented in the case has been thoroughly analyzed in terms of relevancy, sufficiency and accuracy. Both implied and stated assumptions have been reviewed and assessed for their impact on company operations.

	were missed; information was misinterpreted or misused.	the analysis is limited in its utility and requiring substantial refinement.	noted and analyzed for their impact on operations; omitted assumptions can readily be added through an external review of the report.	
Information Gathering	Information was taken at face value, without benefit of active questioning. As a result, gaps in the information were not identified or were incorrect. No apparent systematic search strategy was used. The resulting analysis was off base in one or more significant ways.	At least one gap in information was identified. The student found additional information to fill the gap, but it was limited in its scope. The search strategies used were inadequate to yield a thorough coverage of what was needed. The student may not have looked beyond one type of information. The analysis was shallow but still correct, ready for expansion and refinement.	Relevant information gaps were identified. The student successfully engaged in information gathering based on that review and found additional materials that were relevant to filling the identified gaps. At least two different types of sources were used. The analysis was on target. It is evident that the student has limited professional experience upon which to draw.	The analysis of information gaps was perceptive, and the student engaged in active information gathering, delving deeply into the materials provided. A comprehensive review of relevancy resulted, incorporating a wide variety of sources, leading to a professional quality analysis that draws clearly on personal and professional experience.
Conclusions Developed	The student formed a position, but it was not reasonable. The conclusions were essentially unrelated to the data reviewed with no clear cut strategy serving as a developmental basis. Gaps in the conclusions resulted in inappropriate decisions and solutions, which may lead to additional failures for the company.	The student formed a position and reached conclusions; however they were limited or shallow and provided minimal support for the decisions and solutions. One or two key points in the information was overlooked or undigested, requiring significant effort to complete for company use.	The student evaluated, synthesized, and organized information to form a position and create a set of conclusions to support the decisions and solutions. Most of the information reviewed is clearly incorporated. With minimal assistance, the conclusions can be finalized for use.	The student evaluated, synthesized, and organized all information provided and collected independently to form a succinctly stated. Professional position and create a coherent and perceptive set of conclusions to support the decisions and solutions.
Solutions Proposed	The student attempted unsuccessfully to solve problems. The selected solution would create	The student used problem solving techniques to make appropriate decisions about the simpler issues, but failed	The student used problem solving techniques to make appropriate decisions about difficult	The student used problem solving techniques to make perceptive decisions about difficult and conflicting issues, developed and

	further harm for the company.	to resolve those issues which were more complex. The selected solution would benefit the organization minimally in one or two of its functions, but some important functions would remain in jeopardy. Alternative solutions were not explored.	issues, developed and answered relevant questions, and chose a realistic solution that would benefit the organization and many of its functions. Alternative solutions were explored and ruled out.	answered provocative questions, and chose a realistic solution that would provide maximum benefit for the organization and all of its functions. Alternative solutions were explored or ruled out.

3.5 Rubrics Statement for ACC LG5

ACC LG5: Demonstrate acceptable ethical awareness and moral reasoning applied to an accounting problem, issue, or case study.

Course in which this learning goal is assessed: MGT 4302—Ethics in Organizations

Course Embedded Activity for Assessment:

Assessment Rubric:

Performance Indicator	**Student Outcome**	**Score and Comments:** Excellent (9-10 pts) = 4 Good (8 pts) = 3 Average (7 pts) = 2 Poor (6 pts) = 1
Identify ethical questions, issues, and situations. Start the reasoning process well.	Clearly identify purpose.	
	Identify the ethical question(s) accurately.	

	Clearly state the ethical question(s) and significance.	
	Identify all significant facts relevant to the ethical question(s).	
	Identify the ethical concepts relevant to the ethical question(s).	
Display core ethical principles.	Accurately apply, with depth and breadth, the ethical principles that are relevant.	
	Demonstrate virtues associated with ethical good as opposed to those associated with ethical failings.	
Recognize the complexity of ethical issue.	Distinguish between simple and complex ethical questions.	
	Clearly avoided conditioned thinking and followed the logic of ethical reasoning.	
Distinguishes with clarity the ability to recognize and avoid potential pitfalls associated with incorrect assumptions and thinking.	Avoided egocentrism.	
	Avoided conditioned thinking.	
	Avoided lapsing into legal or religious thinking without examining its assumptions or validity.	
Clearly states own judgments and conclusions.	Clearly state own judgments and conclusions.	
Demonstrates the ability to put self in the place of others and recognize how they would think and feel.	Recognized other ethical viewpoints.	
	Recognized the implications of alternative ethical viewpoints and how they compare to implications of own judgment/viewpoint.	

Demonstrates that decision is consistent with ethical principles.	Recognized and avoided potential inconsistencies between own judgment and ethical principles.	
	Recognized and honored ethical values and principles with final decision.	
Writing style: includes grammar, style, typos, etc 0= awful…….10=perfect		
Total Score		

3.6 Statement for ACC L6

ACC LG6: Demonstrate knowledge of basic international business.

Course in which this learning goal is assessed: IBUS 3311—International Business or
ISTD 3381—Special Topics in International Business
(Study Abroad programs)

Course Embedded Activity for Assessment: IBUS 3311—Assesssed by case study.
ISTD 3381—Portfolio (Study Abroad programs)

Assessment Rubric: IBUS 3311—One hundred percent of students will receive at least 80% on the required case study.
ISTD 3381—Special topics in international business. One hundred percent of students will receive at least 80% on the required portfolio.

4. Use of Rubrics Data to Improve the Accounting Major

Every semester, instructors and the Outcomes Assessment Committee are involved in activities related to the collection of assessment data. The following steps indicate a process for collection of assessment data.

1. Instructor, at the beginning of the semester, includes applicable program level learning goals and rubrics in the course outline.
2. Instructor discusses the applicable learning goals and the rubrics for assessment in the first class with students.

3. Instructor prepares the common assignment, homework, or test questions to assess the learning goal for the semester.
4. Instructor submits the course outline document and the relevant assignment/homework/test questions to measure the learning goal to the Outcome Assessment Committee.
5. Outcomes Assessment Committee reviews the materials submitted by the instructor and provides feedback.
6. Instructor administers the assignment, homework, or test to the students.
7. Instructor applies the rubric to assess the learning goal.
8. Instructor enters and collects data for each dimension of the rubric in TaskStream.
9. Data collected by the instructor is stored in TaskStream organized by year, course and semester.
10. Instructor submits sample work of students for the learning goal in TaskStream.

Annual reports on assessment will be written every year in the Spring semester. These reports will contain the following:

- Rubrics data and observations from rubrics data.
- Data and observations from indirect measures (such as alumni surveys), if any.
- Recommendations agreed upon by the faculty based on the analysis of data from direct and indirect measures.
- Changes made to the curriculum, if any, based on the above recommendations.

5. References

Barbara E. Walvoord. 2004. Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education**.** Jossey-Bass Higher and Adult Education.

Kathryn Martell and Thomas Calderon (Editors). 2005. Assessment of Student learning in Business Schools: Best Practices Each Step of The Way. Volume 1. Association for Institutional Research.

COLLEGE OF BUSINESS ASSESSMENT MATRIX follows.

COLLEGE OF BUSINESS ASSESSMENT MATRIX								
	Department	Marketing and Management					Accounting, Economics & Finance	
	Major:	Management	Marketing	MIS	General Business	International Business	Accounting	Finance & Finance with Options
COB Learning Goal with University Learning Goal Reference:								
Knowledge of contemporary theory and practice in fields of study **(UULG3)**	No gaps	MFT: 50% overall, 75% on Mgt	MFT: 50% overall, 75% on Mktg	MFT: 50% overall, 80% on MIS	MFT: 50% overall	MFT: 50% overall, 80% on IB	MFT: 50% overall, 70% on Acctg	MFT: 505 overall, 70% on Finance
Competency in interpersonal, oral, and written communications **(UULG2)**	Minor gaps addressed by plan	MGT 3300 Activity & rubric under development, BA 4303 project with rubric, need metric	MKT 3323 presentation with rubric, score of 18 points of better	MIS 3343 oral and written project, 90% of MIS majors score at 85% or above	MGT 4306 & 4307 Activity & rubric under development, BA 4303 project with rubric, need metric	IBUS 3311, 3312 and 4303, Project and rubric developed, metric needed	BCIS 4366, Case study with rubric, need metric	FIN 4366, Case study with rubric, need metric
Proficiency in analystical thinking, critical analysis, creativity and problem solving (**UULG1)**	Minor gaps addressed by plan	MGT 3305, Activity and rubric under development, BA 4303 project with rubric, need metric	MKT 4326, Project with rubric, score of 15 points or better	MIS 4301, instructor difficulty score plus client satisfaction score evaluated on a 4 pt. rubric, need metric	MGT 3305, Activity and rubric under development, BA 4303 project with rubric, need metric	IBUS 3311, 4303, case study with rubric, score above 80%	BCIS 4366, Case study with rubric, need metric	FIN 4366, Case study with rubric, need metric

Ethical awareness and moral reasoning **(UULG4)**	Gaps addressed by plan	BA 2345 EthicsGame under development, BA 4303 project with rubric, need metric	BA 2345 EthicsGame under development, BA 4303 project with rubric, need metric	BA 2345 EthicsGame under development, BA 4303 project with rubric, need metric	BA 2345 EthicsGame under development, BA 4303 project with rubric, need metric	IBUS 3312, Global Ethics assignment with rubric, score above 80%	MGT 4302 paper with rubric, metric needed	BUSI 3345, FIN 4363 Activity and rubric under development
Team building skills applicable to a diverse work place	Gaps addressed by plan	MGT 3300, activity and rubric with metric under development	MGT 3300, activity and rubric with metric under development	MGT 3300, activity and rubric with metric under development	MGT 3300, activity and rubric with metric under development	MGT 3300, activity and rubric with metric under development	MGT 3300, activity and rubric with metric under development	MGT 3300, activity and rubric with metric under development
Skills critical to their individual professional interests including international business, small business, and entrepreneurship **(UULG5)**	Major gap to be addressed AY 2010-2011	See below for international	See below for international	See below for international	See below for international	See below for international	See below for international	See below for international
Understanding of the influence of globablization on our society **(UULG5)**	Gaps addressed by plan	IBUS 3311, 4303, case study with rubric, need metric	IB/MKT 4312 identified, activity and rubric under develoment	IBUS 3311, 4303, case study with rubric, need metric	IBUS 3311, 4303, case study with rubric, need metric	IB/MKT 4312 identified, activity and rubric under develoment	Planned for 2010-2011	Planned for 2010-2011

Skills in the use of technology and information resources	Minor gaps addressed by plan	BCIS 1305 pre and post test, need metric, BA 4303 project and rubric, need metric	BCIS 1305 pre and post test, need metric, BA 4303 project and rubric, need metric	BA 4303 project with rubric, need metric	BCIS 1305 pre and post test, need metric, BA 4303 project and rubric, need metric	BCIS pre and post tes, IBUS 3312, project identified, rubric and metric needed, IBUS 4303 project and rubric, need metric	BCIS pre and post test, BCIS 4366, case study with rubric, need metrics	BCIS pre and post test, BCIS 4366, case study with rubric, need metrics

COLLEGE OF NURSING AND ALLIED HEALTH

ASSESSMENT PLAN	
Department/Program: Nursing Page 1	
Plan completed by: Dr. Susan Wilkinson	**Date: 3/30/2010**

	GOAL # 1	GOAL # 2	GOAL # 3	GOAL # 4
A. State your expected learning goal.	Pursue excellence in professional nursing	Demonstrate active involvement in community service/engagement	Demonstrates effective use of information and technology to communicate, manage knowledge, mitigate error and support decision making	Demonstrate strategies to optimize quality and prevent errors in patient care.
B. Identify where expected outcomes are addressed.	Undergraduate and Graduate degree program course objectives	Course objectives for the following courses: Cultural Diversity Community Health Community Health Practicum Baccalaureate	Course objectives for the following courses: Management in nursing practice Community Health Nursing Research and Evidence-based Nursing Practice	Undergraduate and Graduate degree program course objectives

		Nursing Practice Community Health Promotion		
C. Determine methods and criteria to assess outcomes.	Initial RN Licensure Programs: Receive annual NCLEX pass rate data from TX Board of Nursing APRN Master's Programs: Alumni self-report of American Nurses Credentialing Center APRN Certification exam results	Add appropriate questions to current alumni survey	Course level student evaluation = Uses information technology to enhance own knowledge per assignments Applies technology and information management tools to support processes of care and evaluates impact on patient outcomes Post-graduation – add appropriate questions to Alumni Survey	Course grades, ATI nursing content & exit exams & NCLEX scores related to this goal
D. Establish your level of expected performance.	Initial licensure programs: 80% of students completing the NCLEX meet or exceed a passing score. APRN MSN Programs: 80% of APRN MSN graduates should take the appropriate national certification exam and pass at a rate that equals or surpasses the national average.	50% of BSN & MSN graduates will self-report participation in community service through active engagement / involvement in their communities	80% informatics proficiency level per student evaluation at course level. Alumni Survey & Employer Survey= high score on Likert type questions.	Initial licensure programs: 80% of students completing the NCLEX meet or exceed a passing score on items related to this goal.
E. Identify institutional learning goals supported by this dept. learning goal.	Student Success Campus Environment Curricula Faculty and Staff	Social Responsibility	#2 Core Skills: Students will become proficient in reading, writing, speaking and listening. They will also develop quantitative literacy and technological fluency.	Mission statement – productive career

F. Identify baseline information.	Initial licensure: Program NCLEX pass rate as mandated by TX BON APRN MSN Programs: ANCC APRN certification exams national average pass rate	Alumni survey	Informatics proficiency per Alumni Survey	Initial licensure: Program NCLEX pass rate as mandated by TX BON
G. Determine who you will assess.	Initial licensure program graduates MSN APRN program graduates	BSN & MSN Graduates	BSN, RN-BSN and MSN graduates. BSN students = NCLEX pass rates and student responses to informatics related questions	Initial licensure program students and graduates
H. Establish a schedule for assessment.	Annually	Minimum of every 2 years 2010, 2012, note: we are considering doing the Alumni survey only every 3 years because of low response rates	Bi-annually for course evaluations Annually- NCLEX Alumni survey & Employer Survey- every 2 years	Annually
I. Determine who will review and interpret results.	Nursing Evaluation & Instructional Design Committee Nursing undergrad/grad curriculum committees Nursing Department Head	Nursing Evaluation & Instructional Design Committee Nursing Department Head	Nursing Evaluation & Instructional Design Committee	Course faculty, Nursing evaluation & instructional design committee, nursing department head
J. Describe how results will inform teaching, learning and decision making.	Results will guide teaching methods/improvements & curriculum assessment, updates and improvements	Higher percentages of students involved in community outreach tells us we are on track, lower percentages will drive us to change our strategies that	Student/graduate course evaluation responses, NCLEX feedback and employer/alumni survey input and results will drive responsive curricular design and redesign	Results will guide teaching methods/ improvements & curriculum assessment, updates and improvements

		encourage community engagement		
K. Determine how and with whom you will share results.	NCLEX results are available to the public on the TX BON web-site Nursing faculty Nursing Evaluation & Instructional Design Committee	Information will be shared with BSN & MSN level educators when survey results available Nursing Evaluation & Instructional Design Committee	NCLEX results are available to the public on the TX BON web-site Nursing faculty Nursing Evaluation & Instructional Design Committee	NCLEX results are available to the public on the TX BON web-site Nursing faculty Nursing Evaluation & Instructional Design Committee
L. Determine who will keep assessment records	Nursing Evaluation & Instructional Design Committee Nursing Department Head	Nursing Evaluation & Instructional Design Committee	Nursing Evaluation and Instructional Design Committee Nursing Department Head	Nursing Evaluation & Instructional Design Committee Nursing Department Head
M. Determine who will make decisions about courses, programs, etc. as a result of assessment	Nursing faculty, curriculum committees Nursing Evaluation & Instructional Design Committee	Nursing Evaluation Instructional Design Committee, a representation of BSN & MSN educators, & Nursing Department Head	Evaluation and Instructional Design Committee, Nursing Curriculum Committee, BSN & MSN educators	Nursing faculty, curriculum committees Nursing Evaluation & Instructional Design Committee

N. **Decide how your department or program will document recommendations and follow up on actions taken.** This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, **Strategic Planning On-Line** can host your evaluations, recommendations, and follow-up strategies. **Strategic Planning On-Line**

ASSESSMENT PLAN	
Department/Program: Doctor of Physical Therapy	
Plan completed by: Scott Hasson	**Date: 03/03/10**

	GOAL # 1	GOAL # 2	GOAL # 3	GOAL # 4
A. State your expected learning goal.	Student will understand how to apply clinical foundational sciences to Physical Therapy practice	Student will understand how to examine a patient in a valid and reliable manner	Student will understand how to apply evidence-based interventions for a patient	Student will understand the Professional roles of the Physical Therapist
B. Identify where expected outcomes are addressed.	Courses, Practicum and long-term Affiliations	Courses, Practicum and long-term Affiliations	Courses, Practicum and long-term Affiliations	Courses, Practicum and long-term Affiliations
C. Determine methods and criteria to assess outcomes.	National Board Examination	National Board Examination	National Board Examination	National Board Examination
D. Establish your level of expected performance.	75% - Score of 600 on National Licensure Exam	75% - Score of 600 on National Licensure Exam	75% - Score of 600 on National Licensure Exam	75% - Score of 600 on National Licensure Exam
E. Identify institutional learning goals supported by this dept. learning goal.	Core Skills at Graduate DPT Level	Core Skills at Graduate DPT Level	Core Skills at Graduate DPT Level	Core Skills at Graduate DPT Level

F. Identify baseline information.	National Board Examination	National Board Examination	National Board Examination	National Board Examination
G. Determine who you will assess.	Graduates in current co-hort	Graduates in current co-hort	Graduates in current co-hort	Graduates in current co-hort
H. Establish a schedule for assessment.	Annually in May	Annually in May	Annually in May	Annually in May
I. Determine who will review and interpret results.	Department Head and Faculty	Department Head and Faculty	Department Head and Faculty	Department Head and Faculty
J. Describe how results will inform teaching, learning and decision making.	Curriculum and course review	Curriculum and course review	Curriculum and course review	Curriculum and course review
K. Determine how and with whom you will share results.	Through Annual Departmental Report, Accreditation Reports, Dean, and SPOL	Through Annual Departmental Report, Accreditation Reports, Dean, and SPOL	Through Annual Departmental Report, Accreditation Reports, Dean, and SPOL	Through Annual Departmental Report, Accreditation Reports, Dean, and SPOL
L. Determine who will keep assessment records	Department Office Coordinator	Department Office Coordinator	Department Office Coordinator	Department Office Coordinator
M. Determine who will make decisions about courses, programs, etc. as a result of	Department Curriculum Committee	Department Curriculum Committee	Department Curriculum Committee	Department Curriculum Committee

assessment				

N. Decide how your department or program will document recommendations and follow up on actions taken. This component of the assessment plan is particularly important because it provides the basis for future reports. While your documentation/filing strategy can be designed in whatever manner is appropriate to your needs, Strategic Planning On-Line can host your evaluations, recommendations, and follow-up strategies. SPOL