General Education and Academic Assessment Committee's
Annual Program Assessment Review Form

Program Reviewed:
College:

Reviewer 1:
Contact Information:
Date of Review:

Reviewer 2:
Contact Information:
Date of Review:

Program Assessment Plan Status:

_____   **No revisions needed**

_____   **Please address the issues identified on the following pages**

Resources you may find helpful (just hold CTRL and click on the link):

- All of the following resources can be found on [Tarleton's Academic Assessment website](#)

  - A list of [Committee Members](#) who can provide you with assessment advice and support

  - An [Assessment FAQ](#) and [Glossary](#)

  - [Rubric guides and resources, including the AAC&U Value Rubrics](#)

  - [Manuals and guides](#) on how to build effective assessment plans and conduct effective assessment meetings

  - An illustrated step-by-step [guide on how to use Weave](#).

Mission Statement in their 2020-21 Weave Project Attachment

Your mission statement should concisely articulate a clear vision of the desired future. It serves as an anchor to keep a department or organization from drifting or losing its purpose and should correlate with the program's official catalog description. As an anchor, it provides stability, yet it also allows for some flexibility. A degree of flexibility is important in the rapidly changing world in which we live and, for this reason, a mission statement does not discuss methods to accomplish the vision.

Issues that need to be addressed

- The mission statement does not clearly define the program's vision of its desired future.

- The mission statement is too long.

Goals in their 2020-21 Weave Project Attachment

Long-term in nature, program goals form the foundation for student-learning assessment. Directly linked to the program's mission, goals stipulate the major principles the program serves, e.g. "to prepare students for professional employment and/or prepare them for graduate study."

Issues that need to be addressed

- Goal (Number) does not clearly support the program mission.

- Goal (Number) is not clearly stated.

- Goal (Number) is written not as a goal but as an (outcome / measure / strategy).

Outcomes in their 2020-21 Weave Project Attachment

Directly linked to the program's goals, student-learning outcomes encompass key specific knowledge, skills, and values that students are expected to achieve through their participation in a degree program.

Issues that need to be addressed

- Outcome (Number) does not clearly support the program mission and goal.

- Outcome (Number) is written not as an outcome but as a (goal / measure / strategy).

- Outcome (Number) is not clearly stated in student learning terms.

  o Outcomes should be phrased in terms of what knowledge, skill, and/or values students will demonstrate and not in terms of what faculty or the program will do as the purpose of academic assessment is to measure not what capacities we as faculty are *trying* to develop in students but what capacities students have *actually* developed.

    - Good, student focused: "Students effectively analyze statistical data to arrive at appropriate statistical interpretations."

    - Bad, faculty focused: "Faculty will teach students how to analyze statistical data to arrive at appropriate statistical interpretations."

- Outcome (Number) is not written to indicate students are <u>actively</u> doing the knowledge, skill, or value being assessed as part of their degree program experiences.

    - For example, instead of: "Students will be able to effectively employ critical thinking to accurately solve complex problems within the discipline."

    - Use the more active: "Students effectively employ critical thinking to accurately solve complex problems within the discipline."

- Outcome (Number) does not have a statement of competency contained within it.

  o For example, instead of: "Students use GPS technology to map land topography."

  o Use the more active: "Students <u>effectively</u> use GPS technology to <u>accurately</u> map land topography."

- Outcome (Number) is not summative in nature.

  - Outcomes that are summative occur near the end of the student's degree program experience and should assess the overall learning experiences of the student.

- Outcome (Number) is not clearly measurable / does not have an obvious desired output.

- Outcome (Number) does not have strategies that correspond to those listed on the course map to demonstrate how the Outcome is being formatively supported through the introduction, development, and mastery of curriculum across the program.

- Outcome (Number) does not have two or more direct measures assessing it.

- Outcome (Number) does not have any Supportive Initiatives.

- Outcome (Number) is not associated with a Supportive Initiative(s) it is directly related to.

- Outcome (Number) is linked to an inappropriate Supportive Initiative(s).

  - Core courses should be linked with Supportive Initiatives that begin with a "1"

  - Undergraduate programs should be linked to Supportive Initiatives that begin with a "2"

  - Graduate programs should be linked to Supportive Initiatives that begin with a "3"

- **FOR UNDERGRADUATE PROGRAMS ONLY** - There is no Outcome focused on discipline appropriate technology skills.

- **FOR GRADUATE PROGRAMS ONLY** - There is no Outcome focused on in-depth knowledge of the discipline literature.

- **FOR GRADUATE PROGRAMS ONLY** - There is no Outcome focused on ongoing student engagement in research and/or appropriate professional practice and training experiences.

Measures, Targets, and Findings

Direct measures are products of actual student work (exams, papers, presentations, portfolios, internship evaluations, etc.) that are evaluated using focused rubrics and scales which allow us to specifically assess whether students have achieved the program's student learning outcomes. Every outcome needs to be assessed by at least two direct measures in order to provide greater assurance of the accuracy of our findings.

Direct measures can be supported by but not replaced by indirect measures such as student and alumni surveys as these indirect measures are measures of students' perceptions of their learning and not measures of actual student learning.

Issues that need to be addressed

Measures in their 2020-21 Weave Project Attachment

- Measure (Number) is not a <u>direct</u> measure.

  - Each Outcome needs to be assessed with at least two <u>direct</u> measures. It is fine to have indirect measures such as student-perception reports or alumni surveys if you feel these items are useful for your assessment purposes as long as you also have two direct measures for each Outcome.

- Measure (Number) does not clearly indicate what the assessment instrument being used is and and how it was developed – i.e. is it a standardized assessment, is it a national assessment, was it developed by your faculty, etc.

- Measure (Number) is a subjective measure (e.g. paper, presentation, portfolio) being evaluated by faculty but does not indicate that it will be assessed by multiple reviewers.

- Measure (Number) is a subjective measure (e.g. paper, presentation, portfolio) being evaluated with a rubric but does not indicate what rubric is being used and how the rubric was developed.

- Measure (Number) refers to the use a rubric which is not on file in the "Project Attachments" section of WEAVE.

- Measure (Number) does not clearly state where and when the assessment will occur, e.g. in what semesters? what class? etc.

- Measure (Number) does not clearly state the person or persons responsible for gathering, analyzing, and reporting the data from the measure.

- Measure (Number) does not address the different location and/or delivery methods where the program is offered.

  - This only applies to programs where students can take 50% or more of their coursework at more than one of Tarleton's locations (Stephenville, Fort Worth, Midlothian, Waco, and Rellis) and/or online.

- Measure (Number) does not have the "Source of Evidence" set

Targets in their 2020-21 Weave Project Attachment

- Measure (Number) does not have a target that is clearly related to the Outcome it is associated with.

- Measure (Number) has a target that is not realistic and challenging.

- Measure (Number) has a target that does not clearly indicate the standards students are expected to meet.

- Measure (Number) has a target that reads "Not Set" for its status or has an inaccurate status.

Findings in their 2019-20 Weave Project Attachment

- Measure (Number) does not have findings entered for it.

  - Measures should either have findings entered or a statement on when findings will be next reported for the measure.

- Measure (Number) has findings that do not match the description of the measure.

- Measure (Number) has findings that do not match the format of the target.

- Measure (Number) has findings that did not meet the target but there is no resulting action plan.

- Measure (Number) has findings that do not have an analysis of line item or subarea data.

- Measure (Number) does not have findings that are disaggregated by the locations and/or delivery methods where the program is offered.

- This only applies to programs where students can take 50% or more of their coursework at more than one of Tarleton's locations (Stephenville, Fort Worth, Midlothian, Waco, and Rellis) and/or online.

Action Plans in both their 2019-20 and 2020-21 Weave Project Attachment

Action plans are the heart of your assessment plan. They are how you use assessment data to improve your academic program. Every academic program needs to have at least one in-progress action plan that is focused on improving student learning. The action plan should explicitly state how previous assessment findings were used to identify areas for student learning improvement and as a result what concrete steps are being taken to modify these areas. These steps could include such things as curricular revisions, the development of new course content, the reordering of course content to improve student learning, the introduction of new student learning activities, etc.

Any measure that has findings that did not meet its target needs to be linked with an in-progress action item detailing what steps have been identified for improving student learning in the measured area and how these steps are being implemented.

At the end of every semester each in-progress action plan needs to be updated with the details of what progress has been achieved in implementing the action plan and what subsequent findings have revealed about whether or not the action plan has been successful in helping to improve student learning.

Issues that need to be addressed

- There are no current in-progress action plans focusing on student learning improvement.

    - There always needs to be at least one active in-progress action plan focused on student learning improvement. Action plans related to improving the assessment process, while important and encouraged, do not fulfill this requirement.

- Measure (Number) has findings that did not meet the target but there is no related action plan.

- Action plan for Outcome (Number) does not clearly describe what the past assessment findings were and how they led to the creation of this action plan.

- Action plan for Outcome (Number) does not clearly describe what curricular or other improvements are being implemented and why these improvements are believed to be an effective strategy for improving student learning in the outcome area.

- Action plan for Outcome (Number) does not have updates at the end of the Fall and/or Spring semesters in 2019-20 that describe in detail what progress has been made on the action plan and what subsequent assessment data shows about whether or not the plan was effective in helping to improve student learning.

- Action plan for Outcome (Number) does not have a status set for it.

- Action plan for Outcome (Number) does not have a due date.

Course Map – Probably located in their 2019-20 Weave Project Attachment area

A course map visually represents a program's process of moving students to the point where they are able to meet the established learning-outcome objectives. It is how we ensure that every graduate of our academic program was introduced to, developed, and mastered the student learning outcomes / objectives we have included in our assessment plans. As such, course maps are a cross reference between our outcomes / objectives and our required program courses (required program courses so that we can ensure every graduate experiences them).

Issues that need to be addressed

- The outcomes / objectives on the course map do not match the outcomes / objectives listed in the program's assessment plan.

- Outcome / Objective (Name) is not listed as "introduced" in at least one course on the course map.

- Outcome / Objective (Name) is not listed as "developed" in at least one course on the course map.

- Outcome / Objective (Name) is not listed as "mastered" in at least one course on the course map.

- Outcome / Objective (Name) is listed as "mastered" in a non-mastery level course.

- The sequence of "introduced", "developed", "mastered" for outcome / objective (NAME) does not appear to occur in the proper sequence on the course map.

- Not every course on the course map is linked to at least one outcome / objective.

- The course numbering on the course map is in the old three digit format and not our current four digit numbering format.

Sustainability Map – Probably located in their 2019-20 Weave Project Attachment area

A sustainability map visually represents a program's ten year plan of assessment. It demonstrates how a program plans to systematically and routinely gather data for all its outcomes / objectives.

Issues that need to be addressed

- The outcomes / objectives on the sustainability map do not match the outcomes / objectives listed in the program's assessment plan.

- Outcome / Objective (NAME) is not assessed on at least an every other year basis.

- There is not at least one outcome / objective being assessed in every year.

- The sustainability map does not have entries for every assessment year from 2020-21 to 2029-30.