

Educational Program Planning and Assessment (2.B.1, 2.B.2, 2.B.3) (www.weber.edu/assessment)

I. Purpose/Description

A recommendation contained in the 1994 NWCCU report stated, "The assessment of educational effectiveness and retention needs to occur in a more coordinated, integrated, systematic, and focused manner." Since that time, we have implemented systematic assessment of student learning outcomes across the Division of Academic Affairs. The assessment information in this section of the self-study is organized by:

- Academic Programs
- General Education and Other Required Courses
- Academic Centers
- Continuing Education
- Library

Assessment of Academic Programs (2.B., 2.A.3, 2.C.8)

Overview

Program Review

For more than 20 years, we have had in place regular and systematic review of our academic programs. At least once every five years, each program is reviewed to identify program areas of strength and areas that need to be improved. This review is either an internally designed process or is part of an externally designed professional accreditation review. Program review includes assessment of student learning outcomes, as well as an examination of the program mission statement, curriculum, faculty and staff support and evaluation, student academic advising and enrollment patterns, library and equipment support, and strategic goals. Our program review

processes are described in more detail at programs.weber.edu/assessment/wsu_prog_review_process.html. These review processes are in accordance with NWCCU **policy 2.2 on Educational Assessment**.

Outcomes Assessment

In 1998-99, the Division of Academic Affairs began a systematic approach to documenting the assessment of student learning outcomes within academic programs. This approach was phased in over three years and approximately one-third of the academic programs started their assessment process each year (1998-99, 1999-2000, 2000-01).

During each of the three years of phase-in, individuals who were assigned the task of coordinating outcomes assessment within specific programs were formed into campus-wide working groups and worked collaboratively with personnel from the Office of Academic Affairs, the Teaching and Learning Forum, and the Office of Institutional Research to implement a common model of assessing student learning outcomes. Faculty members have made the determination of what and how to assess, and to assist them in designing and implementing outcomes assessment procedures, the President's Office made funding available for those who wished to attend national assessment conferences sponsored by the American Association of Higher Education, Indiana University-Purdue University, Indianapolis, Association of American Colleges and Universities, and Alverno College. Approximately 100 faculty and staff have attended national assessment conferences since 1998.

Process

Academic programs followed a common outcomes assessment model which included the identification of a mission statement, a list of student learning outcomes, a curriculum grid/map that identified where outcomes were taught within specific courses, and an assessment plan. Of 69 academic programs, 91% (n = 63) have completed these steps of the assessment model to date.

Once an assessment plan had been implemented and data collected, programs were asked to submit an annual report to the relevant dean and the Office of Academic Affairs. Among other things, these reports identified the changes that were made or were planned for the future as a result of the collected data. An overwhelming majority of academic programs (n = 55, 80%) submitted an annual assessment report for 2002-03, and 56 programs (81%) have submitted more than one annual report since we began this process in 1998. A summary of the status of implementation of the assessment model, by college, can be found in Appendix A, and a listing of the frequency with which annual assessment reports have been submitted can be found in Appendix B. For actual program documents such as mission statement, outcomes list, curriculum grid, assessment plan, annual assessment reports, see programs.weber.edu/assessment/wsua-academic-departments.htm.)

Student Learning Outcomes

Student learning outcomes were identified across all domains: cognitive, psychomotor, and affective. Table VII below summarizes the proportion of outcomes by domain and by college. (Note: These are approximate percentages as some outcomes address more than one domain.)

Standard 2: Table VII. Student Learning Outcomes by Domain

Areas within Academic Affairs	Cognitive	Psychomotor	Affective
College of Applied Science & Technology	38%	40%	22%
College of Arts & Humanities	34%	34%	32%
Goddard School of Business & Economics	50%	30%	20%
Moyes College of Education	57%	25%	18%
Dumke College of Health Professions	42%	26%	32%
College of Science	50%	30%	20%
College of Social & Behavioral Sciences	50%	40%	10%
Office of Academic Affairs (Bachelor of Integrated Studies, Honors, First Year Experience)	74%	6%	20%
Average	54%	24%	22%

Examples of outcomes for each of the domains include:

Cognitive Outcomes

- Students will demonstrate basic knowledge of political institutions. (*Political Science*)
- Students will demonstrate knowledge of interior design. (*Interior Design Technology*)
- Students will demonstrate knowledge of statistical methods, such as hypothesis testing and regression analysis, for problem solving. (*Economics*)
- Students will demonstrate knowledge of techniques in drawing, photography, and digital media. (*Visual Arts*)
- Students will develop knowledge in three disciplinary areas. (*Bachelor of Integrated Studies*)

Psychomotor Outcomes

- Students will be able to design and set up an experiment, collect and analyze data, identify sources of error, interpret their result, and connect it to related areas of chemistry. (*Chemistry*)

- Students will demonstrate competent motor skills performance in a variety of physical activities. (*Physical Education*)
- Students will demonstrate the ability to build, install, program, operate, troubleshoot, analyze, and modify electronic systems. (*Computer and Electronics Engineering Technology*)
- Students will demonstrate competency in skill areas by performing the technical aspects of their selected fields. (*Nursing*)
- Students will demonstrate keyboard proficiency, competent conducting techniques, and performing competence in their major area. (*Music*)

Affective Outcomes

- Students will develop a sense of belonging to the WSU community. (*First Year Experience*)
- Students will demonstrate a commitment to lifelong reading and learning, appreciation of diverse literacy and intellectual heritage, and appreciation of the liberal arts tradition. (*English*)
- Students will demonstrate an informed appreciation of other cultures. (*Anthropology*)
- Students will foster interpersonal relationships with parents and agencies in the larger community. (*Family Studies*)
- Students will demonstrate the ability to effectively, confidentially, and sensitively converse with patients and other non-laboratory personnel regarding laboratory test results. (*Clinical Laboratory Sciences*)

Assessment Techniques

Student learning outcomes are measured with both direct and indirect assessment techniques (a combined average of more than five techniques per program). An inventory of assessment strategies used, by college, can be found in Table VIII on page 20.

Direct Assessment

- On average, each program uses approximately three direct assessment methods; the range is 1.1 methods/program in the College of Social & Behavioral Sciences to 6.6 methods/program in the College of Education.
- Direct assessment methods are more likely to include locally prepared exams and student performance/presentations (used by 63% and 49% of programs, respectively). In contrast, oral exams are used only by the Foreign Languages & Literatures Department in the College of Arts & Humanities.
- Nearly half of all programs include capstone/senior projects and commercially prepared exams (n =31, 45% each), and at least one program in each college has off-campus internships/practicums for their students. For both these methods, the College of Education has the highest proportion of programs that use them (seven of eight, or 88% of programs).
- The College of Science was most likely to identify "other" direct assessment strategies, including graduation grade point averages, grade distributions, laboratory skills evaluation, and student research and contest results.
- Pre-baccalaureate vocational programs in the Colleges of Health Professions and Applied Science & Technology monitor, either departmentally or through our Career Services Center, state licensing examination pass rates, as applicable, and job placement rates of the students enrolled in these programs. (2.C.8)

Indirect Assessment

- On average, each program uses two indirect methods of assessment, with a range from 0.75 methods/program to 3.7 methods/program (College of Arts & Humanities and College of Science, respectively).
- Fifty-eight percent of programs use exit interviews and 44% use alumni surveys to

indirectly measure the learning outcomes of their majors. In contrast, only 11 programs (16%) use focus groups as an indirect assessment strategy.

- One of the "other" indirect assessment strategies used by the College of Health Professions is a patient satisfaction survey; in the College of Science, "other" indirect strategies include textbook evaluation and course evaluations.

Results of Assessment and Subsequent Changes

Changes that have been made as a result of outcomes assessment within academic programs have included both changes to enhance our teaching and learning environment as well as changes to the assessment process. Overall, modifications to enhance our teaching and learning environment include changes to the:

Standard 2: Table VIII. Methods of Assessment.

Method of Assessment	Colleges (Number of Programs/College)								
	AS&T (12)	A&H (8)	B&E (6)	Ed (8)	HP (12)	Sci (7)	S&BS (13)	Acad. Affairs (3)	Total (69)
Direct Methods									
Commercially prepared written exams	6	0	6	3	9	5	2	0	31
Commercially prepared oral exams	0	1	0	0	0	0	0	0	1
Locally prepared written exams	7	5	6	8	8	5	4	0	43
Locally prepared oral exams	4	4	0	2	1	1	0	0	12
Performance/presentation	9	5	1	8	8	3	0	0	34
Portfolio analysis	1	5	0	8	3	3	2	0	22
Case-studies	0	0	2	7	5	0	0	0	14
Capstone/senior projects	5	4	4	7	2	5	4	0	31
Off-campus internships & practicums	5	2	1	7	9	3	1	0	28
Other	6	1	1	3	2	11	1	1	26
Total Direct Methods	43	27	21	53	47	36	14	1	242
Indirect Methods									
Exit interviews	8	2	2	6	9	6	7	0	40
Focus groups	0	1	2	3	1	3	1	0	11
Alumni surveys	7	2	2	4	9	2	4	0	30
Employer surveys	6	0	2	2	10	4	1	0	25
Other	2	1	0	1	7	11	0	2	24
Total Indirect Methods	23	6	8	16	36	26	13	2	130
Total Direct and Indirect Methods	66	33	29	69	83	62	27	3	372

Key:

AST&T –College of Applied Science and Technology
A&H – College of Arts and Humanities

B&E – Goddard School of Business and Economics
Ed – Moyes College of Education
HP · Dumke College of Health Professions

Sci – College of Science
S&BS – College of Social and Behavioral Science

Curriculum

- Development of new programs and courses
- Revision in curriculum scope and sequence
- Increased course offerings
- Evaluation and selection of new textbooks
- Promotion and selection of new internships/clinical sites
- Increased exposure to diverse populations

Academic and Career Advising Process

- Addition of full- and part-time advisors
- Addition of annual advising
- Development of a sophomore-advising course
- Enhancement of career services
- Implementation of career development workshops

Faculty

- Increased professional development for faculty
- Improvements in relations between faculty and students
- Revision of lecture content and presentation (integrative lectures/labs)
- Emphasis on improved instruction with a focus on learning outcomes

Changes reported by programs to improve the process of outcomes assessment include:

- Incorporating data from community members, alumni, employers, and advisory committee members
- Comparing graduating student data with data from incoming students or national comparisons
- Refining data collection, recording, and dissemination techniques

A copy of the most current assessment report for each academic program can be found in the appendices of each program self-study located in the Team Exhibit Room. (Current as well as all past reports can be found at programs.weber.edu/assessment/ws-u-academic-departments.htm.) A table that summarizes, by college, the kinds of changes which have occurred as a result of assessment can be found in Appendix C – Results of Assessment.

Assessment of General Education and Other Required Courses

Overview

As noted earlier in this section of the self-study, we have a distributed general education program and additional other required courses that provide students with instruction in:

- Core general education areas: English Composition, American Institutions (AI), Quantitative Literacy, and Computer and Information Literacy
- Breadth general education areas: Humanities/Creative Arts, Life Sciences/Physical Sciences, and Social Sciences
- Other areas: Diversity (DV), Scientific Inquiry, and Language Proficiency

Process

Assessment of our university-wide general education and other required courses has occurred both statewide and at WSU.

Statewide Assessment of General Education

In 1995, the Utah Board of Regents created a statewide General Education Task Force to begin work on identifying common competencies and common assessment strategies in the core general education areas of Composition, American Institutions, Quantitative Literacy, and Computer and Information Literacy. Selected faculty from all public Utah System of Higher Education (USHE) institutions served on separate task force subcommittees for each of these core areas. The work of the subcommittees was on hiatus from 1996-98 while all USHE institutions converted from a quarter to a semester calendar. During this conversion, the general education curriculum across USHE institutions was closely articulated.

In 1998-99, the task force subcommittees resumed their work, aided by four statewide conferences entitled, "What is an Educated Person?," which provided a forum for USHE faculty to discuss and brainstorm common general education outcomes and possible assessment strategies. In 2000-01, WSU and other USHE institutions participated in a pilot

"Genius without education is like silver in the mine."

— Ben Franklin



assessment of student learning in Math 1050 (one of the Quantitative Literacy courses) and the three courses meeting the American Institutions requirement (PolSc 1100, Hist 1700, Econ 1740) by using course-embedded, faculty-designed, pre- and post-test questions.

WSU Assessment of General Education

There have been two institution-wide efforts to assess core and breadth general education outcomes at WSU:

- 1) From 1998 to 2001, a survey was attached to the Application for Graduation that asked students to identify their level of perceived achievement with regard to 14 core and breadth general educational outcomes and to assess the value of a WSU education in promoting their progress with these outcomes. (For a copy of the survey, see: programs.weber.edu/assessment/general_education_survey_revised.htm)
- 2) From 1998 to 2000, we implemented an institutional portfolio assessment project to measure students' writing and numeracy competencies;. (For details, see: programs.weber.edu/assessment/genedassessment.htm.) Two interdisciplinary teams of faculty evaluated approximately 150 anonymous samples of student work against a set of faculty-designed rubrics (97 writing samples and 51 numeracy samples).

In addition to these institution-wide projects, these core/breadth general education assessment efforts have taken place:

- In 2001-02, three breadth general education task forces for Life Science/Physical Science, Humanities/Creative Arts, and Social Science were established to begin discussions on expected student outcomes and possible assessment strategies. In the spring of 2003, these task forces surveyed students on their perceptions of the general education outcomes of courses in which they were enrolled. The data will be analyzed and discussed by faculty during the 2003-04 year.
- In addition, since 1999-00, students have been able to meet the Computer & Information Literacy core general education requirement by taking four one-credit courses, four half-credit exams, or a combination of courses and exams.

WSU Assessment of Other Required Courses (Diversity, Scientific Inquiry, Language Proficiency)

In 2000-03, a student survey developed by the Academic Affairs Diversity Action Team to assess whether the diversity courses were meeting their intended outcomes was administered to students enrolled in diversity courses.

Language competence is assessed by the foreign languages department by providing the following two options to students with prior language experience:

- **Option 1:** Pass an upper division course with a minimum grade of C
- **Option 2:** Demonstrate the appropriate proficiency level through an examination administered by the foreign languages department (Novice High is required for students challenging the first year and Intermediate Low is required for students challenging the second year)

These exams are given only for the languages in which the department has expertise: Spanish, German, Russian, Japanese, French, Italian, and Portuguese.

The Scientific Inquiry requirement has not been assessed to date.

Results of Assessment and Subsequent Changes

Our assessment of general education and other required courses has not produced any documented changes in how these courses are taught, but assessment has produced these results:

Statewide Assessment of General Education

The 2000-01 pilot project results generally indicated an increase in student test scores from pre- to post-test for four courses (one math and three AI courses), although there were concerns expressed by faculty about uniformity of test items and testing procedures across institutions as well as the sampling of courses. The results of this pilot project were shared with the Utah Board of Regents.

WSU Assessment of General Education

The results of the two institution-wide assessment efforts have been shared with our Faculty Senate and include the following:

- The Application for Graduation survey responses indicated that graduating associate-degree and baccalaureate-degree students, in general, perceived their level of general education knowledge and skill abilities to be "good to excellent." This was also the case for their perceived progress at WSU in these 14 general education outcome areas. (See programs.weber.edu/assessment/genedassessment.htm for more details.)
- The data from the Institutional Portfolio project indicated that a majority of the students whose work was sampled had compe-

tent numeracy and writing skills (see table below). Further, junior/senior students were more likely to demonstrate competency than freshmen/sophomore students (see Table IX on page 24). The portfolio results support the Application for Graduation Survey data on graduating senior students' self-perceptions of their competency and progress in writing ability and numeracy.

Nearly 3,500 out of almost 5,000 students have successfully completed the Computer & Information Literacy exams since 1999-2000; this is a pass rate of approximately 70%.

There are no results to report for the breadth task forces; their work is ongoing.

WSU Assessment of Other Required Courses (Diversity, Scientific Inquiry, Language Proficiency)

The results of the DV course assessment indicated that ethnicity and culture were the two most prominent aspects of diversity that were taught. Students also felt that our faculty members were successful in providing them with opportunities to study and reflect on these diversity aspects in safe and comfortable classroom environments. These results were shared with faculty who teach DV courses.

The foreign languages department language proficiency assessment data indicate that there is a 99% pass rate for examinations. Data also indicate that the language most often "tested out" of is Spanish, followed by Portuguese, German, and French.

Assessment of Academic Centers

Overview

We have 12 Academic Centers, housed in six of our seven colleges, that share the resources and expertise of our faculty and staff with the surrounding schools, agencies, and community. Examples include the Ott Planetarium in the College of Science, the Technology Assistance Center in the College of Applied Science & Technology, and the Child Care Resources and

Referral Center in the Moyes College of Education. Academic Centers provide an array of activities including but not limited to:

- Instruction, including workshops, seminars, and courses
- Student internships, practicums, and work study
- Professional development and opportunities for faculty
- Research and scholarship opportunities for faculty and students
- Financial support for faculty and students through center-funded activities
- WSU representation in statewide discussions on curriculum, certification, and teacher preparation
- Partnerships between WSU, schools, businesses, government agencies, and the community

Process

The Academic Centers follow the same assessment model used by the academic programs. One modification to the model is that the Academic Centers provide a service grid rather than a curriculum grid. Thus the Centers' assessment model includes the following: mission statement, outcomes, service grid, assessment plan, and assessment results. Of the 12 Academic Centers, 50% (n = 6) have completed all steps of the assessment model to date, including the submission of an assessment report to the relevant dean (see Appendix D for specific information on the status of each center).

Academic Center outcomes are measured with both direct and indirect assessment techniques. The assessment strategies, mostly indirect methods, include the following:

- Faculty interviews
- Surveys (audience, teachers, employers, employees)

Standard 2: Table IX. Student Competency.

Level of Student	Competent Writing %	Competent Numeracy %
Freshmen/Sophomore	69% (n = 48)	74% (n = 23)
Junior/Senior	82% (n = 49)	89% (n = 28)

- Needs assessments
- Evaluations (class, projects, training)
- Client satisfaction measures

Results of Assessment and Subsequent Changes

The following is a summary of the assessment process changes and the service changes as a result of the assessment processes implemented by Academic Centers.

Assessment Process Changes

- Establishment of advisory boards where none existed before
- Development of surveys (technician and client satisfaction)
- Increase the number of assessment strategies (e.g., questionnaires, interviews, peer reviews, and classroom evaluations.)

Service Changes

- New programs and seminars to meet client needs
- Develop community partnerships
- Open additional offices to meet client needs
- Extend the services of the centers to the southern regions of the state
- Hire program managers with economic development backgrounds
- Improve procedures to address project management issues and communication

Assessment of Continuing Education/Community Services

Overview

Continuing Education/Community Services (CE/CS) is a service organization housed within the Division of Academic Affairs; CE/CS offers classes and programs, using a variety of technologies and delivery systems, to students with significant time constraints or who are

unable to attend classes on the Ogden or Davis campuses. In 2001-02, we began the formal process of assessing CE/CS service outcomes.

Process

We used a modified version of the academic program outcomes assessment model that includes identification of the following CE/CS components:

- Mission statement
- Service outcomes
- Services grid
- Assessment plan
- Results/closing-the-gap report

We initially identified seven outcomes in the cognitive and affective domains of learning (e.g., cognitive = develop effective customized programs; affective = make decisions that value multi-dimensional, two-way partnerships). Indirect assessment strategies are most frequently used to measure service outcomes and include focus groups and student surveys.

Results of Assessment and Subsequent Changes

Two kinds of changes have occurred as a result of our assessment strategies.

Service Changes

- Revised CE/CS mission statement to focus on providing leadership in the development and delivery of quality lifelong learning opportunities for a local, national, and international audience. We are also concentrating our efforts to develop strategic partnerships with Hill Air Force Base and other governmental agencies and businesses.
- Restructured CE/CS to assign a liaison to each academic college. Additionally, our CE/CS front office staff have received training that will allow them to better answer student inquiries dealing with registration procedures, and financial aid. By restructuring

CE/CS, we can provide a "one stop shop" to meet faculty, staff, and student needs.

Assessment Process Changes

- Revised service outcome statements from seven to four to more accurately identify anticipated client outcomes, rather than process or tactical statements
- Revised assessment plan to create a manageable rotation for assessing the revised outcomes

Assessment of the Library

Overview

The Stewart Library's mission statement articulates the ongoing commitment to assessing library resources and services and to making improvements based on assessment outcomes. The mission of the Stewart Library is to:

"Support the instructional, scholarship, and community service mission of Weber State University through the development of on-site collections, access to off-site resources, personalized assistance in the use of library and information resources, and instruction on research strategies and tools.

Systematically assess the services we provide and the relevancy and use of the collections and use assessment outcomes to continually improve our resources and services."

Process

Assessment within the library follows the same model as the other areas within Academic Affairs with the exception of the curriculum grid. The library model consists of the mission statement, assessment outcomes, assessment plan, and assessment reports.

Informal assessment of the library resources and services has occurred since 1994; systematic assessment began in 1998. A variety of methods are used to assess student and faculty satisfaction with library resources and services including surveys, interviews, focus groups, usability testing, and suggestions placed in on-site and online suggestion boxes. (Results of surveys conducted in 2002 are available on the library's web page at library.weber.edu/intra/libad/assessment/default.asp.)

Learning outcomes for students taking the library's for-credit courses are assessed each semester through written assignments, quizzes, oral presentations, exams, and a final project. Learning outcomes are assessed in both the cognitive and affective domains. Eleven outcomes are assessed with 95% of the assessment being done in the cognitive domain and 5% in the affective domain.

Some examples of cognitive objectives are that students will demonstrate knowledge and application in the steps involved in the research process, and students will demonstrate the ability to find and access information using catalogs, databases, and search engines effectively. An example of an affective objective is that students will demonstrate the ability to access and use information ethically and legally.

Reports of library assessments were included in documentation provided for Northwest Accreditation reviews in 1994, 1996, and 1999. Assessment efforts and outcomes are summarized and included in the library's annual reports for 1999-00, 2000-01, and 2001-02. The 2001-02 report is available on the library's web page at the URL listed earlier.

Results of Assessment and Subsequent Changes

Changes implemented since 1994 as a result of library assessment activities include:

- Increased on-site collection and access to remote resources (from 360,000 to 500,000 bound volumes).

- Increased numbers of electronic resources (from 400 to nearly 200,000).
- Increased videos (from 2,500 to 6,700).
- Redesigned instruction program to meet national information literacy standards.
- Implemented anywhere/anytime electronic reserve system.
- Added 65 PCs to the public service areas (up from 20).
- Increased library hours from 85 to 105 per week.
- Placed greater emphasis on professional development of faculty and staff.

II. Significant Changes Since 1994

The most significant change since 1994 has been the systematic implementation of outcomes assessment within the Division of Academic Affairs (academic programs, general education, other required courses, academic centers, CE/CS, and the library). Although many programs and offices had mission statements, for many this was the first time they developed program- or office-wide learning outcomes, a grid of where these outcomes are taught, and an assessment plan. The creation of a public, university-wide web site on assessment — programs.weber.edu/assessment/table_of_contents.htm — is new since 1994.

As outcomes assessment procedures have been implemented, there have been some changes made in the assessment process as well as changes to enhance our teaching and learning environment. Those changes were identified earlier in this section of the self-study.

III. Strengths and Challenges

Strengths include:

- Since we began systematic outcomes assessment in 1998, we have created a solid foundation by using a common model that has broad faculty and staff involvement with some institutional support; we Standard Two — Educational Program and Assessment

have made public our anticipated learning outcomes and annual assessment reports; our professionally accredited programs have well-established outcomes assessment procedures which have been ongoing for several years

Challenges include:

- Integrating our results of assessment into our overall planning and evaluation processes
- Lack of ownership for assessment of general education and other required courses
- Level of institutional support for assessment

IV. Next Steps/ Action Items

- Integrate results of assessment into our overall planning and evaluation processes.
- Maintain momentum on assessment by providing ongoing formal training in outcomes assessment for faculty and staff.
- Implement effective assessment strategies for general education and other required courses; engage in campus discussions on purposes and goals of general education and the courses which are part of the general education program.
- Develop a plan to increase the level of institutional support for assessment (access to data, and assistance with logistics of assessment.)

APPENDIX A – Outcomes Assessment Model Implementation by College

Areas Within Academic Affairs (Number of Programs)	Mission Statement	Student Learning Outcomes	Curriculum Grid	Assessment Plan	Results of Assessment Report
College of Applied Science & Technology	12 / 12	12 / 12	10 / 12	9 / 12	7 / 12
College of Arts & Humanities	8 / 8	8 / 8	8 / 8	8 / 8	6 / 8
Goddard School of Business & Economics	5 / 5	5 / 5	5 / 5	3 / 5	5 / 5
Moyes College of Education	8 / 8	8 / 8	8 / 8	8 / 8	8 / 8
Dumke College of Health Professions	12 / 12	12 / 12	12 / 12	12 / 12	12 / 12
College of Science	7 / 7	7 / 7	7 / 7	7 / 7	7 / 7
College of Social & Behavioral Sciences	12 / 13	12 / 13	12 / 13	12 / 13	7 / 13
Office of Academic Affairs (Bachelor of Integrated Studies, Honors, First Year Experience)	3 / 3	3 / 3	3 / 3	3 / 3	2 / 3
TOTAL	68 / 69	68 / 69	65 / 69	63 / 69	55 / 69
PERCENT	99%	99%	94%	91%	80%

APPENDIX B – Submission of Annual Assessment Reports

PROGRAM	1999-2000	2000-2001	2001-2002	2002-2003
College of Applied Science & Technology				
Computer & Design Graphics Technology				
Computer & Electronics Engineering Technology				X
Computer Science				X
Construction Management Technology			X	
Manufacturing Engineering Technology			X	X
Mechanical Engineering Technology		X	X	X
Automotive Service Technology (2 yr)				
Automotive Technology (4 yr)				
Interior Design Technology			X	X
Sales & Merchandising			X	X
Technical Sales		X	X	X
Telecommunication & Business Education		X	X	X
College of Arts & Humanities				
Communication		X	X	X
English Language & Literature	X	X	X	
English as a Second Language		X		X
Foreign Languages & Literatures	X	X	X	X
Dance		X	X	X
Music	X	X	X	X
Theatre Arts	X	X	X	X
Visual Arts				
Goddard School of Business & Economics				
Accountancy Undergraduate and Graduate		X	X	X
Business Administration		X	X	X
Information Systems & Technologies		X	X	X
Economics		X	X	X
Master of Business Administration (began in FY01)			X	X
Moyes College of Education				
Athletic Training (began in FY99)			X	
Health Promotion			X	X
Physical Education	X	X	X	X
Human Performance				
Human Performance Management	X		X	
Early Childhood & Early Childhood Education	X	X	X	X
Family Studies	X	X	X	X
Teacher Education Graduate		X	X	X
Teacher Education Undergraduate	X		X	X
Dumke College of Health Professions				
Clinical Laboratory Science	X	X	X	X
Dental Hygiene	X	X	X	X
Emergency Care & Rescue	X	X	X	
Health Information Management		X	X	X
Health Information Technology		X	X	X
Health Services Administration		X	X	X
Health Promotion			X	X
Long Term Care			X	X
Health Sciences			X	X
Nursing	X	X	X	X
Radiological Sciences	X	X	X	X
Respiratory Therapy	X	X	X	X
College of Science				
Botany	X	X	X	X
Chemistry			X	
Geosciences	X	X	X	X
Mathematics			X	X
Microbiology		X	X	X
Physics		X	X	X
Zoology			X	X
College of Social & Behavioral Sciences				
Anthropology		X	X	X
Criminal Justice Graduate (began in FY01)				
Criminal Justice Undergraduate		X	X	X
Geography	X	X	X	X
Gerontology				X

PROGRAM	1999-2000	2000-2001	2001-2002	2002-2003
History				X
Military Science		X		X
Philosophy	X	X	X	X
Political Science	X	X	X	X
Psychology				
Social Work			X	X
Sociology	X	X	X	X
Women's Studies	X	X		X
Office of Academic Affairs				
Bachelor of Integrated Studies			X	X
First Year Experience	X	X	X	X
Honors				X
TOTAL REPORTS/69 PROGRAMS	23/69	41/69	55/69	56/69
PERCENT	33%	59%	89%	81%

APPENDIX C – Results of Assessment

College	Assessment Process Changes	Teaching & Learning Changes
College of Applied Science & Technology	<ul style="list-style-type: none"> Curriculum and accreditation alignment with assessed outcomes Added reliance on assessment by advisory committees Re-evaluation of relationship of capstone/senior projects to courses 	<ul style="list-style-type: none"> Added writing and math experiences Added integrative lecture and lab work Increased professional development for faculty
College of Arts & Humanities	<ul style="list-style-type: none"> Refinement of surveys Assessment of additional outcomes Improvements in assessment rubrics Implementation of national exam Analysis of comparison data Theory test for incoming freshmen Auditions for incoming freshmen Re-assessment of credit requirement for practicums 	<ul style="list-style-type: none"> Funded a part time advisor Developed a new creative writing course Improved community relations within the English department (English Club and Social) Added new courses Added full-time/part-time faculty Required auditions and testing of incoming majors Restructured several courses
Goddard School of Business & Economics	<ul style="list-style-type: none"> Changes in the assessment model for student presentations Modification of student learning outcomes Better connection made between outcomes and department mission statement 	<ul style="list-style-type: none"> Funded student placement files at Career Services Hosted a program that promotes internships Lectures in sound job search skills each term Increased emphasis on out-of-state employment Restructured curriculum Added application package of Microsoft applications in required courses Added annual advising Implemented career development workshops
Moyes College of Education	<ul style="list-style-type: none"> Evaluation of portfolios Development of new rubrics Alignment of curriculum with program and student outcomes Refinement of procedures for data collection, recording, and dissemination Providing professional development opportunities related to assessment 	<ul style="list-style-type: none"> Re-ordered scope and sequence of curriculum Re-aligned curriculum and professional standards Increased exposure to diverse populations Increased emphasis on improving instruction with a focus on the learning outcomes Re-aligned course requirements with outcomes
Dumke College of Health Professions	<ul style="list-style-type: none"> Exploring new ways of obtaining assessment information Improved information to faculty on changes and needed changes in the college Improved distribution of assessment results 	<ul style="list-style-type: none"> Developed a plan for the use of expenditures based on assessment results Revised curriculum Changed textbooks, curriculum, and clinical sites Developed a program to ease progress through a program
College of Science	<ul style="list-style-type: none"> Development of an exit interview instrument Development of a comprehensive exam Implementation of five-year curriculum review Implementation of writing analysis assessment Development of a field project analysis instrument Identification of portfolio requirements Revision of the writing, speaking, and computing skills assessment 	<ul style="list-style-type: none"> Developed sophomore course for advising, portfolio, and thesis requirements Revised curriculum Added assessment opportunities per course Added capstone courses Increased offerings of classes Added new course offerings
College of Social & Behavioral Sciences	<ul style="list-style-type: none"> Implementation of the assessment model across all programs 	<ul style="list-style-type: none"> Implemented the outcomes assessment process to better determine and meet student and program needs
Office of Academic Affairs (Bachelor of Integrated Studies, First Year Experience, Honors)	<ul style="list-style-type: none"> Learning outcomes have been refined Surveys have been refined 	<ul style="list-style-type: none"> Evaluated the need, use, and upgrade of the text used in Educ. 1105

APPENDIX D – Status of Assessment Model by Academic Center

Centers (n = 12)	Mission Statement	Center Outcomes	Service Grid	Assessment Plan	Results of Assessment Report 2001-02	Results of Assessment Report 2002-03
Center for Automotive Science and Technology	X	X	X	X		X
Technology Assistance Center	X	X	X	X	X	
Center for Business and Economic Development	X	X	X	X		X
Center for Science and Mathematics Education	X	X	X	X	X	X
Center for Chemical Technology	X	X	X	X	X	X
Museum of Natural Science	X	X			X	X
Ott Planetarium	X	X	X	X	X	X
Center for Social Sciences Education	X	X		X		
Child Care Resources and Referral Center	X	X	X	X		X
Utah Musical Theatre	X	X			X	
Weber Studies	X	X			X	
Office of Cultural Affairs	X	X			X	
Total	12/12	12/12	7/12	8/12	8/12	7/12
Percent	100%	100%	58%	66%	66%	58%