

Program Assessment Handbook

Provided by the University Office of
Evaluation and Educational
Effectiveness at ASU.

Key Dates

- Aug 31st** Assessment plans due to UOEEE for new programs
- Sept 30th** Annual assessment reports due to delegates.
- Dec 2nd** Assessment plans due to delegates (subject to individual schools)

Assessment:

- Reporting
- Process
- Plans
- Mapping
- APR
- Resources
- Navigating the Portal

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Arizona State University's Philosophy and Approach to Program Assessment

The purpose of assessment in higher education is to provide evidence that will inform and support improvement in student learning and student success. Assessment of student learning is a planned process that collects data to be analyzed and discussed and when needed, support change. Assessment data is meant to improve knowledge and insight for all stakeholders including faculty and administrators. Collecting valid and reliable student learning data allows for informed planning and decision making around curriculum and pedagogy. Institutions are expected to assess all educational programs offered for academic credit (i.e., courses taken for degree and certificate programs) as well as curriculum complementing activities such as study abroad, service learning, career services, and student-faculty research experiences. Assessment at ASU is not used for grading or as a mechanism to evaluate individual faculty performance. Multimodal assessment methodologies collect data on student learning and related indirect data on students' perspective, attitudes, and dispositions. With assessment, faculty have the ability to analyze data and draw conclusions that inform continuous improvement of curriculum and pedagogy.

Assessment guidelines and practices at Arizona State University (ASU) are established by national organizations such as American Association of Colleges and Universities (AAC&U), Association for the Assessment of Learning in Higher Education (AALHE), and National Institute for Learning Outcomes and Assessment (NILOA) as well as being strongly influenced by ASU's regional accreditor, The Higher Learning Commission (HLC). These entities expect a robust assessment infrastructure that identifies both strengths and weaknesses to ensure high quality programs and that students successfully meet the established program learning outcomes and general education outcomes.

In addition to these guidelines, assessment at ASU is also guided by [ASU's Charter](#). This charter serves as the university's mission statement and guides all college, department, and program level mission statements and goals. It reads:

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural, and overall health of the communities it serves.

University Office of Evaluation and Educational Effectiveness

The assessment department within University Office of Evaluation and Educational Effectiveness' (UOEEE), is tasked with supporting academic programs in their development of methodologies to produce valuable and meaningful data for continuous improvement at ASU.

UOEEE's assessment goals include:

1. *Lead a culture of data-based decision making and continuous improvement.*
2. *Be transparent and inform the community (including stakeholders) about student learning.*
3. *Involve all stakeholders including faculty, students and administration.*
4. *Develop and implement a process that is both systemic and systematic.*
5. *Work to develop assessment practices that result in valid, reliable, and meaningful assessment.*

Figure 1

Program Assessment Cycle



Cycle of Assessment: The purpose of these efforts is to continually increase the quality of education provided to students at ASU through a cycle of assessment and evaluation (see Figure 1). This is accomplished in several ways such as supporting programs in the development of academic assessment plans (e.g., program learning outcomes), annual reporting, new program proposals, the assessment of general education, and academic program review (APR). UOEEE also provides the resources for these assessment activities through its [website](#), [Canvas site](#), and [assessment portal](#). The assessment portal is a particularly dynamic tool that provides a single place for faculty to input their assessment plan and reports, submit new program applications, and receive input and approval from UOEEE. Even more importantly, it also serves as a repository for historical data that can be utilized for longitudinal analysis.

UOEEE staff also consult with and provide support to ASU's co-curricular areas (EOSS) when requested. The assessment staff provide resources and support for assessment through the assessment portal, assessment reports, workshops, technology, special projects, resources, and research.

Key Processes and Due Dates

**Please note that the academic school year runs from August to July*

Important APR Dates

Plans

New program assessment plans to be submitted to UOEEE by **August 31st**.

College delegates complete review of reports in October and move to review of plans in December.

Academic units submit program assessment plans to college delegates by **December 2nd**.

College delegates complete reviews and work with units on changes to plans in December and January, submitting them to UOEEE by **February 1st**.

Delegates approve plans that have been changed, or continuing for plans with no changes by **February 1st**.

Reports

Academic units submit program reports to college delegates by **September 30th**.

College delegates review reports and work with units on changes throughout October. Due date to UOEEE **October 30th**.

UOEEE reviews and scores reports in November and December. UOEEE sends delegates rubric scores identifying strengths and problem areas **December 30th**.

August

September

October

November

December

January

February

March

All revisions to reports and plans must be completed by the Portal change-over, **March 30th**.

Academic Planning Process: New Programs

1

Provost initiates the academic planning process. Academic Dean submits plans for new programs and changes to the Provost

2

A Master Plan is constructed, reviewed and finalized by the Provost

3

ABOR's Academic Affairs and Educational Attainment Committee reviews and approves new degree programs and academic units

All proposals going to ABOR must have assessment plans approved by UOEEE

Name changes and program disestablishments of degrees are reviewed directly by the Executive Director of ABOR

4

Once plans are approved by ABOR, implementation proposals for internal university review are created

Each College has their own process for internal review. All materials are collected in Quali Curriculum Management System.

5

Upon approval by internal committees and then by the College Dean, proposals are forwarded to the University Provost's Office for dissemination to appropriate university review bodies.

After ABOR Approval but prior to governance approval programs must resubmit their assessment plans for full approval from UOEEE

6

Graduate programs are reviewed by the University Graduate Council and the Vice Provost and Dean of the Graduate College, all programs are then reviewed by the Vice Provost for Undergraduate Education, University Senate and the Curriculum and Academic Programs Committee (CAPC).

Each review body, is charged with assessing the academic timeliness and appropriateness of the level and rigor of the program.

7

Provost's final approval

Once approval is granted the Provost's Office notifies units and appropriate parties in the university that their academic action(s) can be implemented.



Annual Assessment Process: It is recommended that programs collect assessment data throughout the academic year and then begin analysis and writing their **Assessment Reports** at the end of spring semester through to the beginning of the following fall semester. This timeline allows for data interpretation, analysis, and conclusions to be developed close to the time of data collection and completed before fall teaching duties begin. Programs going through APR will not have to submit an assessment report either the year they are conducting program review or the year following the APR process. For more details, please see the [Academic Program Review](#) section of the handbook. Please check with your program's delegate to confirm the due date of your program's assessment report. Final report submissions are due to UOEEE (from delegates) by October 30th, regardless of school or college.

Annual Assessment Plan Reviews: Programs are expected to review their assessment plans annually to ensure that they are still meeting the needs of the program. Programs can submit their assessment plans for their annual plan review (not to be confused with ASU's Academic Program Review/APR assessment plan approval) in one of two ways (for specific steps within the portal, please see the [Editing Assessment Plans and Reports](#) section of the handbook):

- Programs not making any changes to their assessment plan from the previous year, are expected to mark their assessment plan as “**continuing**” by December 2nd. No further review or action is required for these plans (this option is not available for programs going through APR).
- Programs making additions or changes to their assessment plan will need to **submit** these changes to their delegates for approval. We recommend allowing enough time for the delegate to review the edits, request revisions (if necessary), and receive approval BY the December 2nd deadline mentioned above.

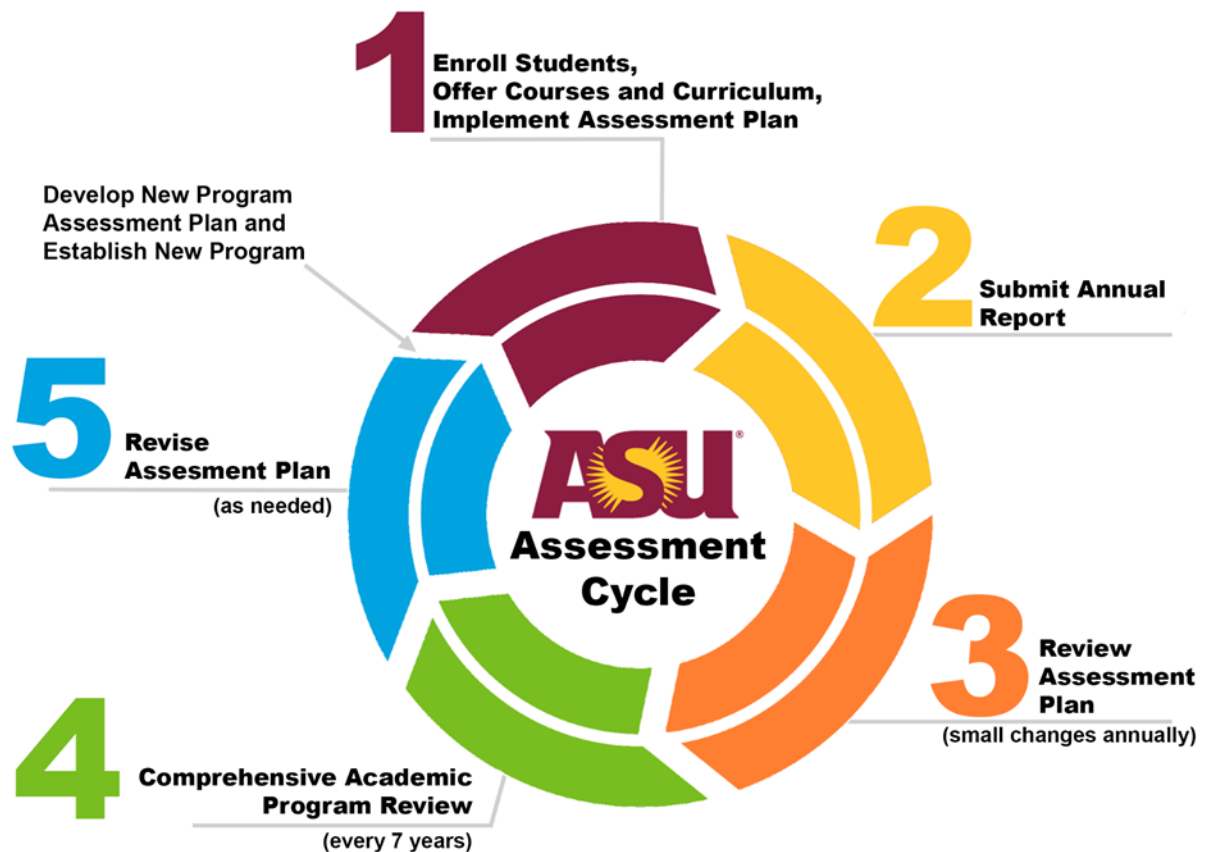
Programs can request feedback from UOEEE on their assessment plans at any point in the process. This feedback request should be factored into the program's assessment plan submission timeline. Degree programs should also conduct an internal review halfway through the APR process (typically every 3 years) to ensure the plan is up-to-date and demonstrating innovation and meaningful data collection whenever possible.

Academic Program Review: Academic programs undergo a yearlong comprehensive review every seven years based on requirements from the ABOR. Part of this process requires programs to receive UOEEE approval of their assessment plan (through the assessment portal). This approval requires that programs incorporate the most up-to-date assessment standards and requirements put forth by UOEEE into their assessment plan. To accommodate the APR timeline, programs are expected to submit a first draft of their updated assessment plan by August 31st.

Program Assessment at ASU

All credit-bearing programs, degrees, and certificates are required by HLC to participate in institutional evaluation (assessment, program review). This includes AA, BA, BS, MS, and PhD programs among others. At this point, UOEEE does not assess minors. Programs are expected to plan for and report data on both in-person students as well as their online students separately (as determined by their registered campus). Starting in 2022, programs with ≥ 20 online students, will be expected to provide **data specific to their online students**. A student is considered an “online student” when their registered campus is “Online” (as opposed to Tempe, Poly, etc.). For more information on this new requirement, please see the [outcomes reporting](#) component of the annual reports section in this handbook.

Academic program assessment at ASU follows a process that is structured, ongoing, and designed to measure the extent to which graduates leave the institution with the knowledge and skills expected of its majors. The program assessment process (see Figure 2) begins with programs developing an assessment plan proposal as part of their new program proposal materials sent to ABOR. Upon establishment, programs will maintain their assessment plan along with submitting an annual assessment report with student learning data based upon the assessment plan. This cycle of development, assessment, review, and update, informs subsequent decisions and activities and continues until a program’s disestablishment. An assessment methodology should be designed in such a way as to provide insight on the breadth and depth of the curriculum.



Assessment Plan

Assessment plans serve as the foundation for evaluation of student learning at ASU, they outline student learning outcomes to be assessed during a term, identify specific artifacts and performance criterion to track student learning, provide a brief description of the data collection and analysis processes, and identify the individuals responsible for these tasks. Programs conduct a comprehensive re-evaluation of their assessment plan every seven years at the time of their Academic Program Review. Programs can still work with their assessment delegate and review their assessment plans annually to ensure that they are still accurate and meeting the needs of the program. This annual reevaluation does not require UOEEE reapproval.

UOEEE provides various resources to help you with your assessment plan and reports. These can be found in this [handbook](#), on the [UOEEE website](#) and on our [Canvas resource page](#). For more details about the elements for assessment plans at ASU, please see the [Elements of a Program Assessment Plan at ASU](#) section of the handbook. For a guide to editing an assessment plan within the portal, please see the [Editing Assessment Plans and Reports](#) section of the handbook.

Annual Assessment Report

Academic programs are asked to conduct assessment of student learning each year. Academic programs are required to have at least three outcomes, each with at least two measures per outcome so that a typical assessment plan collects six data points minimally each year. Annual assessment **reports** are submitted each year by programs meeting specific criteria and serve as records of the assessment plans in practice (see the [Portal Landing Page](#) section of the handbook to see if your program meets the reporting criteria). In addition to student learning, annual reports record faculty and staff involvement in the overall assessment process, changes in data collection that deviate from the program's original plan, as well as programmatic takeaways following thorough analysis of the data. These reports are particularly important as they are the primary means of data collection used for evaluation and assessment of program effectiveness. For more details about the elements of an annual report at ASU, please see the [Elements of an Annual Report Plan at ASU](#) section of the handbook. For a guide to editing an assessment report within the portal, please see the [Editing Assessment Plans and Reports](#) section of the handbook.

New Program Applications to Arizona Board of Regents

The university process for establishing new programs includes both internal approval through the provost office and external approval from ABOR. UOEEE guides and supports the assessment planning component within this larger establishment process.

UOEEE provides new programs with provisional approval of their assessment plan so they may move their application forward from the provost's office to ABOR. The [UOEEE Canvas site](#) has a blank downloadable [assessment plan template](#) for inputting information that will help programs meet the ABOR requirements for the new program application process. Common characteristics of successful assessment plans include plans that are detailed, use valid assessment methods, and have all elements completed (see the [Elements of a Program Assessment Plan at ASU](#) section of the handbook for a list of required elements). Programs submitting a new program application will need to include a "Measures Summary" element that will be submitted to ABOR and/or the Provost's Office along with other establishment materials.

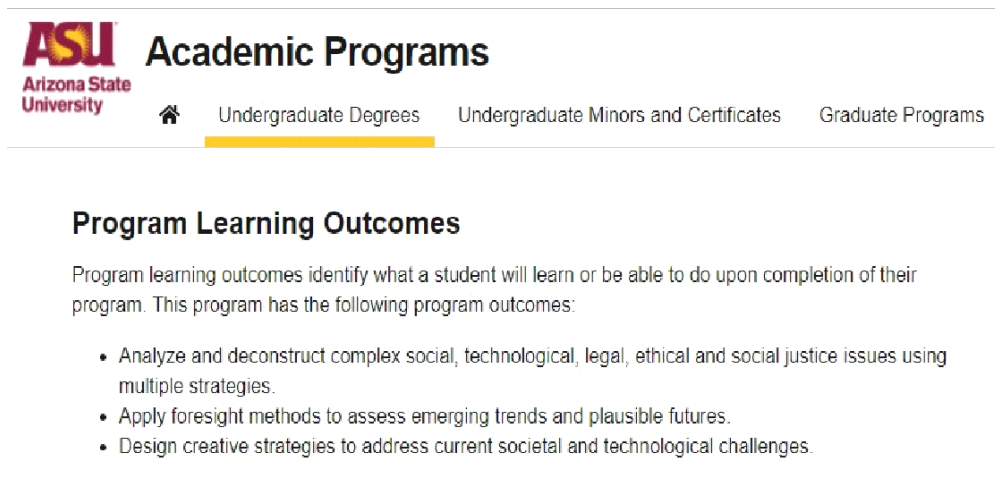
For more information on the “Measures Summary,” please see the [Editing Assessment Plans and Reports](#) section of the handbook.

It should be noted that a program’s learning outcomes (PLOs) are going to be made publicly available via [ASU’s Degree Search](#) site (see Figure 3) following the completion of a program’s APR. In addition, all assessment materials, including assessment plans and reports, may be reviewed by accrediting bodies and other external stakeholders. As such, programs need to remember these audiences when writing a new program assessment plan and provide detailed descriptions that leave readers with a strong understanding of what each element in the plan is intended to achieve. Well-developed plans give decision-makers confidence to support the program. For additional information about the university process for establishing new programs, please visit the provost office’s web page on [curriculum development](#).

Note: Certificates do not go to ABOR for approval, yet the HLC requires all credit-bearing programs, degrees, and certificates follow assessment practices and requirements. UOEEE does not currently assess minors.

Figure3

Program Learning Outcomes as Shown on ASU’s Degree Search Site



Academic Program Review (APR)

Academic Program Review occurs on a seven-year cycle, programs can check when their college or department is scheduled for APR on the university’s [APR page](#). APR is a designated time for programs to re-evaluate their assessment plan and have it reapproved by UOEEE. Assessment plan approval is provided by UOEEE and occurs alongside APR but it is not a requirement for APR. During a program’s APR process, programs have the opportunity to examine how effectively their program is meeting its mission, goals, and outcomes. Programs are also expected to use this opportunity to ensure that their assessment plans meet the most up-to-date requirements from ABOR. The university provost office oversees APR and has a web page with timelines, guides, and other important information. You can visit this site by clicking [here](#). UOEEE is involved with two aspects: a. submission of a reflective essay on the last seven years of annual assessment report data (part of the APR process) and b. submission and

approval of a revised assessment plan (occurs at the same time but outside of the APR process)

a. Reflective Essay

As part of an assessment of PLOs, programs write a reflection of their past seven years of assessment reports in their APR self-study. Assessment reports are submitted, reviewed and archived in the UOEEE assessment portal. To help programs reflect on past data, UOEEE has developed a tool that will aggregate the data from past reports into one convenient table. Programs can also review completed past reports with UOEEE feedback. Both of these are available via UOEEE's assessment portal by going to the program archives (for instructions see the [Program Archives](#) section of the handbook) or through a program's report edit page (for instructions see the [Editing Assessment Plans and Reports](#) section of the handbook).

UOEEE has included the reflective questions from the APR Manual to help guide programs with completing this section of the self-study.

1. Please discuss the results of your quantitative and qualitative assessment data for each outcome and measure.
2. Are your students achieving at the levels of performance you had expected? How well did they meet your performance criteria?
3. What plans do you have in place for students who are not achieving the desired level of performance?
4. What actions have you taken, or will you take based on your assessment data?
5. Describe how the results have been shared with program faculty and students.

b. Approval of a Revised Assessment Plan

Programs must receive UOEEE approval of their assessment plan (through the assessment portal) during the APR process. To receive UOEEE approval, programs must review their assessment plan and include all ABOR elements that are currently required, even if they were not a requirement when the assessment plan was first established. Programs are also asked to review their assessment plan and consider changes in preparation for the next seven years of assessment. Changes may be made based on insight that arises from the previously collected longitudinal data, staffing changes, and/or curricular changes. Most programs also have more than three outcomes and should identify the three they would like to assess during the next assessment cycle. During APR, programs may choose to assess different outcomes or revise the current outcomes they have. UOEEE will assist programs in updating their assessment plan if requested.

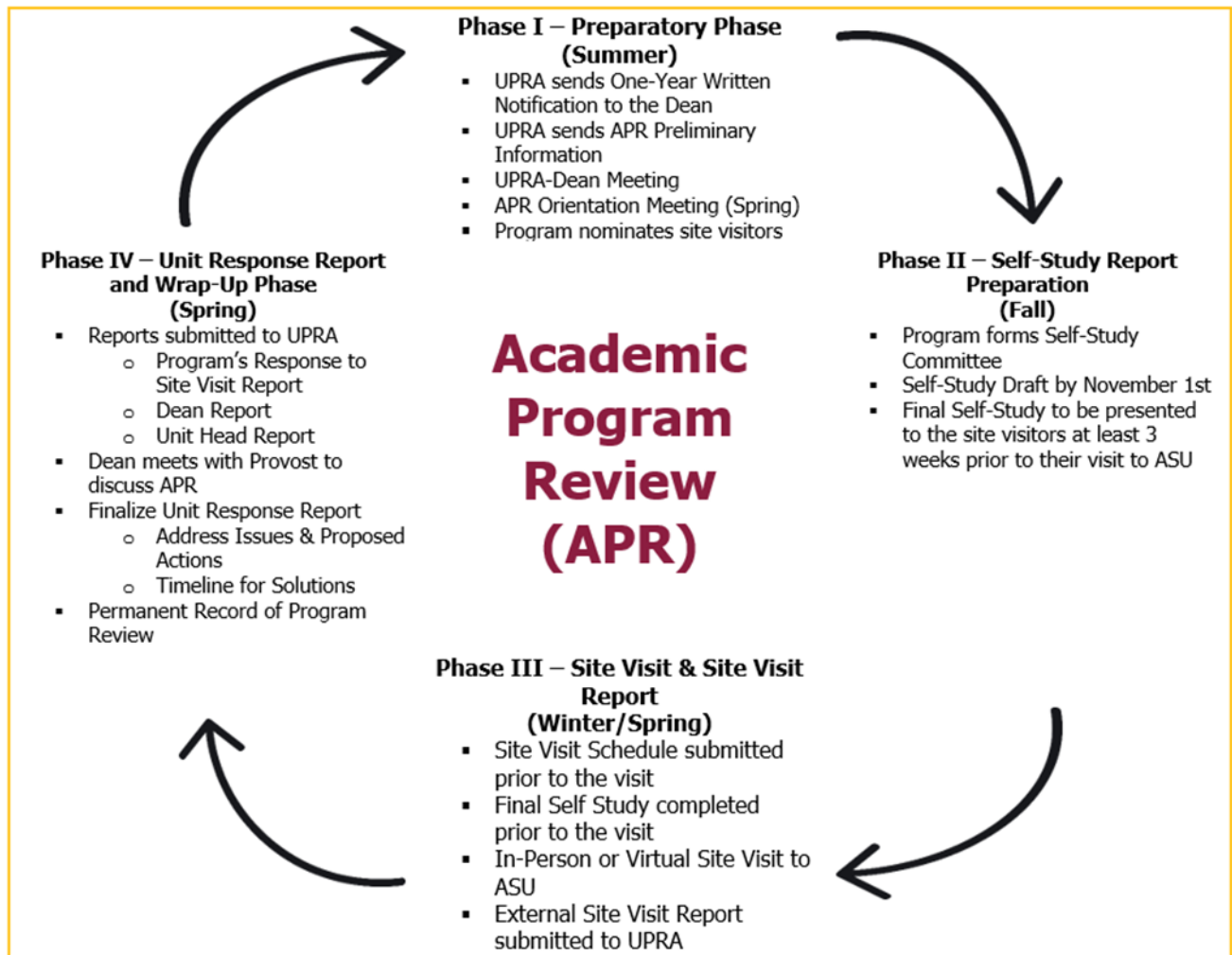
For programs preparing to go through APR, [a short video](#) has been prepared to explain how to update an assessment plan and also how to respond to the prompts in the APR Manual. This video is housed on the [UOEEE Canvas site](#).

It should be noted that programs going through the APR process and making updates to their assessment plans, will have a choice to skip the assessment report the year they are writing their APR or since they will not be collecting data the year they are writing their report for example, a program going through APR in the academic year* 2021-2022, will not need to

collect data during the 2021-2022 academic year and as a result they will not need to submit a report based upon that data, in the fall of 2022. They will begin to collect data with the new assessment plan the following year and submit the next report in the summer/fall of 2023.

Table 1

**The academic year runs from August to July annually*



Program Disestablishment

Programs found within UOEEE’s assessment portal are annually pulled from ASU’s Institutional Analysis official records of established programs. Given this, the primary means of officially removing a program from UOEEE’s assessment portal is to complete ASU’s disestablishment process. The disestablishment process can be initiated via the academic plan process within the [Kuali Curriculum Management System](#). For more information about the process, please visit the Office of the University Provost’s [web page](#).

Elements of a Program Assessment Plan at ASU

Assessment plans are developed when a program first applies for “new program” status. Programs are expected to follow the most up-to-date requirements at the time of submission. The assessment delegate works with UOEEE to ensure plans are consistently evaluated and revised as needed. As new requirements are added, already established programs will not have to include them until they come up for APR. At that time, they must revise their plan to include all current requirements.

Below is a list of current (2023) program elements that are required for new programs and 2023-2024 APR programs. Please see table 1 for your program’s assessment plan requirements. A brief description of each plan element is listed below along with a link to additional resources on the [UOEEE Canvas site](#).

1. **Mission Statement:** The program’s mission statement should contain three components: the purpose and value of the program, how it serves students, and how it supports the university mission. When taken together, the statement also serves as a reference point for program goals and should show a conceptual tie between the goals and PLOs. [Canvas Link](#)
2. **Program Goals:** Program goals are broad statements that explain what the program expects of all their students. It extends the mission statement and can explain the expectations of the curriculum and operationalize the mission statement. Goals define what makes the program unique as well as how they support the university mission. [Canvas Link](#)
3. **Program Learning Outcomes:** PLOs measure specific knowledge and skills students acquire upon completing a degree. Outcomes are written in measurable terms and are focused on student learning. Each PLO has its own set of concepts and competencies. Canvas Links: [Part 1](#) | [Part 2](#)
4. **Concepts:** Concepts are the content areas students need to understand to achieve an outcome and are directly related to the curriculum. Given this, program syllabi and course descriptions are a good place to start when developing concepts. The number of concepts in a higher education program can be abundant, yet not all need to be included in an assessment plan. Concepts can be thought of as “what students should know.” [Canvas Link](#)
5. **Competencies:** Competencies are measurable components of the learning outcome. Competencies are assessed using measures and predetermined performance criteria. While concepts are knowledge areas, competencies are measurable components of the learning outcome. Competencies can be thought of as “what students should be able to do.” [Canvas Link](#)
6. **Assessment Mapping:** Assessment mapping is a visual representation of the relationship between the PLOs and the program’s courses/curriculum. Mapping identifies where PLOs are introduced, reinforced, and mastered.
7. **Assessment Process:** This element provides a road map or steps on how the program outcome will be measured. A detailed process allows for future replication providing a level of validity. Details that should be included in the process are:

- a) A description of the **population** used for the data collection. example: students in the major.
 - b) Describe each measure formally and in detail. Example: Measure One will use the students final capstone project measured with a 5 point rubric....
 - Include the **artifact** (i.e., research paper, capstone project, etc.) being used and
 - the performance indicator for the outcome
 - as well as the course it will be collected from
 - and type of **research instruments** being used to evaluate the artifact (i.e., a rubric).
 - c) Data **process** describing how the data will be collected, aggregated, analyzed, and reported. This should include enough details for it to be replicated.
 - d) **Time frame** in which the data will be collected and analyzed (i.e., a semester or academic year).
 - e) **Research team** or faculty participating.
 - f) How the data will be organized and **analyzed**.
 - g) How the data will be used for **continuous improvement**. [Canvas Link](#)
8. **Measures:** Measures refer to the tools used for assessment. UOEEE recommends using rubrics as direct measures of student learning when possible and now requires at least one indirect measure (such as surveys or focus groups) per assessment plan to support the analysis. The course and the name of the student artifact should be included. [Canvas Link](#)
9. **Performance Criteria:** This element is a projection of the proportion of students that are expected to obtain a defined level of knowledge and performance. This criterion is usually established by the faculty (although some disciplines have national performance standards) and confirmed through longitudinal data collection. [Canvas Link](#)
10. **General Education (Undergraduate Only):** All undergraduate programs and certificates must ensure that their students are developing in the nine areas of knowledge identified by the university. New degree programs and programs going through APR must identify within the UOEEE assessment portal where these general education skills and intellectual habits are addressed either within the program's curriculum or through ASU's general studies coursework.

The following sections in this handbook provide greater detail for each of these elements. Further questions can be directed to the UOEEE program assessment team at assessment@asu.edu.

Mission Statement

*Required for post APR and newly established programs [Canvas Link](#)

A program level mission statement should explain the purpose and values of the program as well as demonstrate the way it serves students. The mission statement is intended to provide a reference point for other elements of a program's assessment plan including its goals and PLOs.

When writing a program mission statement, programs should also develop some points of alignment with the university mission statement and goals (see Figure 4). The university mission or otherwise known as the charter explains the purpose, values, and intentions of the institution. It serves as the foundation upon which its educational programs are based. Accreditors will evaluate how well an institution executes its mission through its academic programs and other endeavors.

Figure 5 provides guidance on aligning a program's mission with the university's as well as identifying several key concepts a program can include to foster program and university alignment.

Figure 4

Relationship Between Program and University Missions

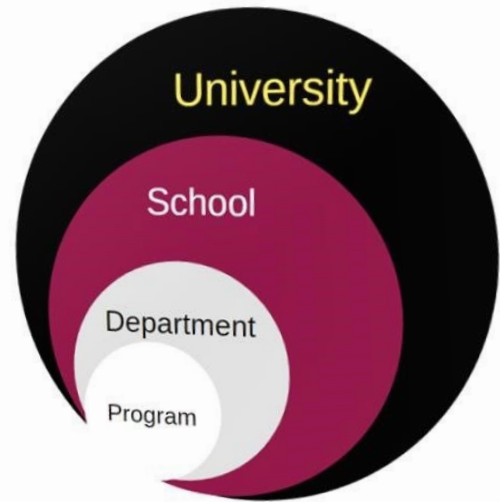


Figure 5

Aligning a Program's Mission with the University Mission



What UOEEE looks for in a mission statement:

1. Does it explain the **purpose and values** of the program?
2. How does the program **serve students** specific to the discipline?
3. Is there a relationship between the **university mission** and the program mission statement?
4. Do the **program goals and the program learning outcomes** directly relate to the mission statement?

Figure 6 provides a sample mission statement and identifies the various mission statement components within it.

Figure 6


Mission Statement Breakdown

Decomposing Missions

Program Mission

CRD (Program)

The ASU School of Community Resources and Development advances the social, economic, environmental and cultural well-being of our local and global communities through instruction, research and service. We provide nationally recognized interdisciplinary research expertise and innovative academic programs in nonprofit leadership and management, parks and recreation management and tourism development management.

	Does it explain the purpose of the program?	<ul style="list-style-type: none"> • nonprofit leadership and management, parks and recreation management and tourism development management.
	What are the values of the program?	<ul style="list-style-type: none"> • instruction, research and service
	How are students served? What do they gain from program participation?	<ul style="list-style-type: none"> • expertise and innovative academic programs
	Does it align to the University mission?	<ul style="list-style-type: none"> • advances the social, economic, environmental and cultural well-being of our local and global communities • interdisciplinary research <div style="text-align: right; color: #008000; font-weight: bold; margin-top: 5px;"> } Inclusion, research, Community Impact </div>

Program Goals

**Required for post APR and newly established programs/certificates*

[Canvas Link](#)

Program goals are broad statements that extend and operationalize the mission statement. They define what makes the program unique as well as identify programmatic alignment with the university mission. Program goals should also be able to describe what skills and knowledge the program expects all students to achieve. The number of program goals is often between three and six per program. Examples of program goals can be found below.

Examples of Program Goals

- The goal of ASU Program X is to teach students how to build community.
- Students enrolled in ASU Program X will generate new knowledge through a broad array of scholarly, research and creative endeavors.
- ASU program X provides students with a foundation for dealing with the immediate and long-range needs of society.
- ASU Program X teaches students cultural understanding through study of social, political, economic, and technological change.
- ASU Program X prepares students for employment in multiple settings to address the needs of people with communication, speech, language, literacy, and swallowing difficulties.
- Provide students with training in evidence-based, person-centered clinical practice, interprofessional collaboration, community service and life-long learning.
- The certificate in X aims for students to understand and use formal or programming systems, and how such systems can be used to understand, address, or model issues in human cognition.

Program Learning Outcomes

Canvas Links: [Part 1](#) | [Part 2](#)

Program Learning Outcomes (PLOs) identify what a student will learn or be able to do upon completion of the program. They typically are measured using course-based artifacts and tools (e.g., rubrics).

Programs can have as many outcomes as necessary to reflect the full curriculum and create accurate program findings. Assessment is meant to support a faculty driven culture of continuous improvement. UOEEE requires programs to choose at least three outcomes to assess through the assessment plan each year (for post APR and newly established programs). For reference, most programs tend to have between four and six PLOs. Certificates can similarly have as many outcomes as necessary to create accurate program findings but are required to assess a minimum of two outcomes each year (for post APR and newly established certificates). Programs are responsible for determining which three PLOs they will be assessing.

Each outcome is required to have at least two related measures. For programs, this minimally produces just **six data points** (three outcomes with two measures each) from which to assess often complex degree programs and four data points for certificate programs. Therefore, **Figure 7**

Checklist for Developing PLOs

- PLOs should be S.M.A.R.T.: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imebound.
- Can explain what students are expected to learn from completing the program.
- Use discipline specific or specialized knowledge.
- The program's mission and goals should align with the outcomes.
- The outcomes are able to be broken down into measurable components (similar to competencies or rubric dimensions).

Programs are encouraged to develop as many learning outcomes as necessary to create accurate program findings and support a faculty-driven culture of continuous improvement.

Things to Consider When Developing Program Learning Outcomes

It is important to remember that outcomes should be measurable indicators of a student's progress towards achieving the program's stated goals and related mission. For example, if a program's goals relate to training graduates to have a positive impact in one's community, the program's assessment plan would best be served with the inclusion of an outcome addressing skills or knowledge related to community development (as well as a measure). Please note that not every single goal needs to be reflected in the outcomes, but external evaluators should be able to perceive overall alignment between the three elements (i.e., mission, goal, and outcome) without much difficulty.

It is also vital to measure the correct level of student learning in the student outcome. Outcomes should be rigorous and reflect the highest level of learning expected for degree attainment. For examples and suggestions on appropriate wording for each level of student learning, please reference Bloom's Taxonomy Pyramid and Bloom's Revised Taxonomy of Action Verbs below (see Figure 8 and 9). A good rule of thumb is that PLOs for lower-level undergraduate courses should be at the Bloom Taxonomy level of "remembering" and "understanding," outcomes associated with upper level undergraduate courses should be at the level of "applying" and "analyzing," and graduate level students should be at the level of "evaluating" and "creating." Most undergraduate programs will utilize verbs at the "applying" and "analyzing" levels for their outcomes as programs often focus on students' knowledge at the completion of their undergraduate degree. Upper-level undergraduate courses that only reach the levels of "remembering" and "understanding," or graduate courses that only "analyze" and "apply," are considered not very rigorous or challenging. Such plans may not be eligible for UOEEE plan approval. Keep the outcome specific; don't try to include too much in one outcome as broad outcomes are difficult to measure with any accuracy.

Writing Outcomes

After PLO content areas have been conceptually developed programs can begin constructing PLO wording. When writing PLOs pay particular attention to appropriate level of specificity and academic rigor, UOEEE recommends that programs develop PLO wording using the following process:

1. Identify and insert an appropriate action verb describing the level of student learning by using one of the Bloom Taxonomy figures (e.g., demonstrate, recall, apply, synthesize, create, etc.)
2. Identify what students will know or be able to do (the knowledge you will measure) as a result of learning or completing a curriculum
3. Identify the student product that will be used to evaluate student learning

Below are some examples of well written PLOs from several different fields.

Bold black is the verb

Blue is the knowledge being measured

Green is the student product

1. Demonstrate both an **understanding** and the practical **application** of the **ethical standards implicit in science**, such as appropriate attribution of ideas, good recordkeeping, and truthful presentation of data and conclusions **when conducting research**.
2. **Explain** and appropriately **apply evolutionary theory** to human and nonhuman primate biological phenomena in **midterm exam**
3. **Write focused, analytical essays** in **clear, grammatical prose** to a critical essay's thesis
4. **Employ** primary and/or secondary sources, with **proper acknowledgment and citation**, as they contribute to a **critical essay's thesis**

Science

1. **Understand** the **objective of their chemical experiments**, properly **carry out** the **experiments**, and appropriately **record and analyze** the **results**.
2. **Know** and **follow** the proper **procedures** and **regulations** for safe handling and use of chemicals (in **laboratory procedures**).

Humanities

1. The ability to **apply creative approaches** to **problem-solving** and **self-directed study**.
2. **Analyze** quantitative **data** to draw reasonable **conclusions**.
3. **Identify** examples of **symbolism** in short stories and **incorporate symbolism** in their own **writing**.
4. **Analyze** how American foreign policy **history** relates to **current trends** in American foreign policy papers.

Theater

1. **Demonstrate** a wide understanding of **theatre practice** and its varied components within the areas of acting, directing, playwriting, design and drama literature.
2. **Articulate** an understanding of the **connection** between historical periods within theatre, art, culture and society.
3. **Demonstrate** the ability to take on a **leadership role** in a rehearsal and performance process through the successful completion of a **production experience**.

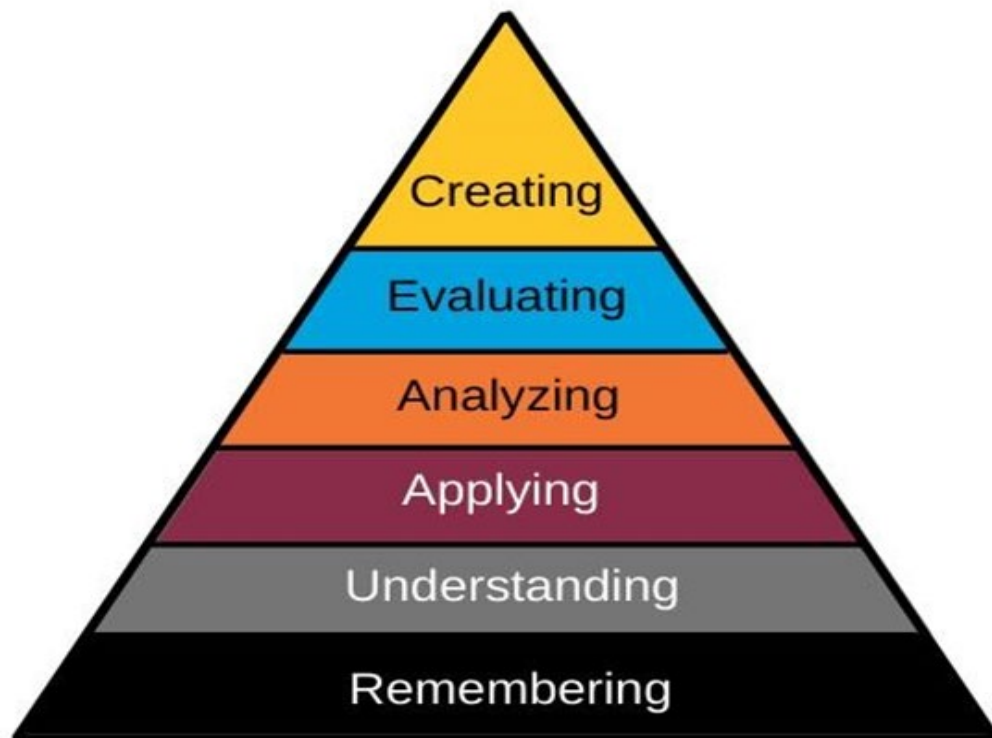
Engineering

1. **Identify, formulate, and solve** complex **engineering problems** by **applying principles** of engineering, science, and mathematic.
2. **Function** effectively on a **team** whose members together provide **leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives**. (student product)

Writing/English

1. **Participate** in critical conversations and **prepare, organize,** and **deliver** their work in **public presentation.**
2. **Practice** a deliberate **writing process** with emphasis on **inquiry, audience, research,** and **revision.** 3
3. **Analyze** literary texts and **employ** and **recognize literary terms and features** in these texts.
4. **Develop interpretive arguments** both in **writing** and **discussion**
5. **Apply** a variety of **genres** or adapt genres to suit different **audiences** and **purposes**

Figure 8 Bloom's Revised Taxonomy Pyramid and 9 Bloom's Revised Taxonomy Action Verbs



								Creating			
								To produce new or original work.			
								Assemble Compose Construct Create Design Develop Direct Formulate Generate Plan Produce Propose Synthesize Revise Rewrite Write			
						Analyzing		Evaluating			
						To draw connections among ideas.		Judging the value of information or ideas			
						Attribute Inspect Break Down Integrate Categorize Outline Combine Parse Compare Predict Connect Question Contrast Research Debate Select Deconstruct Separate Differentiate Simplify Distinguish Subdivide Examine Experiment Illustrate		Appraise Justify Argue Measure Assess Rank Check Rate Conclude Recom- mend Convince Reflect Critique Score Estimate Select Evaluate Support Determine Test Detect Grade Investigate Judge			
				Applying							
				To use information in new situations.							
				Calculate Organize Change Plot Classify Practice Compile Present Compute Produce Employ Respond Execute Show Implement Solve Map Use Model Write Modify							
		Understanding									
		To construct meaning from written material or graphics.									
		Associate Explain Classify Identify Clarify Illustrate Compare Indicate Compre- hend Infer Contrast Interpret Demonstrate Relate Describe Represent Differentiate Restate Discuss Select Distinguish Summarize Estimate Translate									
Remembering											
To find or recall information											
Define Recall Draw Recognize Duplicate Select Identify Show Label State List Match Name Outline											

Concepts and Competencies

**Required for post APR and newly established programs/certificates*

Concepts

[Canvas Link](#)

Concepts are high-level descriptions of the theories, ideas, paradigms, and understandings that students need to **know** and acquire during the program to successfully execute the outcome. These theories, ideas, paradigms, and understandings can come from a given profession or field of study that students will draw upon in the successful execution of the outcome. Within the assessment plan, programs can simply list out the concepts needed for students to be successful. The number of concepts in a higher education program can be abundant, yet not all need to be included in an assessment plan. Ex. of Concepts: Chemistry, Physics, theory of relativity, theory of gravity, elements

Competencies

[Canvas Link](#)

Competencies are directly related to PLOs: they break outcomes into measurable parts. Each PLO has its own set of concepts and competencies. Competencies are the skills, tools, and operational knowledge students need to be able to achieve and successfully execute the outcome. Most competencies are summative in nature and are written for students to be able to achieve them upon program completion. A good rule of thumb is that competencies resemble how rubric dimensions break down an outcome into measurable components. For example, the outcome for an accounting program is often to evaluate financial risk for clients. Competencies for such a program would include the ability to assess, analyze, and manage risk using appropriate frameworks. On the other hand, concepts students would master include business law, ethics, process analysis and design, principles of auditing, and monetary unit assumptions.

Competencies differ from general education in that they are unique to a specific program or field, while general education skills are transferable across disciplines. Another differentiating feature is that competencies have measures to determine the degree of learning and performance criteria to establish exact expectations.

Similar to concepts, the number of competencies taught in a higher education program can be abundant, yet not all need to be included in an assessment plan. Programs need to identify the skills and operational knowledge that are summative in nature; in other words, which skills are built from knowing other skills.

Relationships with Other Plan Elements

The elements in an assessment plan should align with each other. You should see a relationship between the mission and the PLOs. Each outcome will be explained through concepts and then measured through competencies.

Assessment Mapping

**Required for post-APR programs*

Assessment mapping is required for programs going through APR. Certificate programs are exempt from this requirement. Assessment mapping is a visual representation of the relationship between the PLOs and the program's courses/curriculum. Mapping identifies where PLOs are introduced, reinforced, and mastered, and can be very basic or complex. One particular benefit of assessment mapping is clarity of purpose. Mapping and measuring the development of specific competencies throughout the curriculum allows program leaders, faculty, and administrators to take an objective look at the PLOs (not just to succeed on any one assignment but to ensure the development of long-term skills over the course a student's academic career) and help to articulate what students are expected to learn through the program.

UOEEE only asks for a single level assessment map. UOEEE recommends that programs begin to develop their assessment map using the following process:

Step 1: Examine the PLOs and determine where in the curriculum (which courses) they are introduced, reinforced or developed, and mastered. Most assessment occurs at the point of mastery.

Step 2: Work with faculty in the program and determine assignments that would provide opportunities to measure a students' knowledge and ability to demonstrate achievement of the outcome.

Step 3: Create an IRMA map to identify when and where each program outcome is Introduced, Reinforced, Mastered, and Assessed through the core curriculum courses in the program.

Introduced – Students are not expected to be inherently familiar with the content or skill at the collegiate or graduate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies, and entry level complexity.

Reinforced – Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity.

Mastery – Students are expected to possess a mastery level of knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity.

Assess – Artifacts chosen in an assessment cycle to demonstrate students' learning outcomes. Note: There is not a separate line within the portal's mapping element for "assess." Rather, the artifact and the course in which it is measured will be indicated in writing the "measure" element.

Assessment maps can be built within the UOEEE Assessment Portal using the plan edit page (see Figure 10). Within this particular plan element, programs are expected to enter in the courses where outcome competencies are introduced, reinforced, and mastered. No other

information or materials are required. Courses can be entered in the same way other content for elements are entered, by utilizing one of the two edit buttons within the portal (

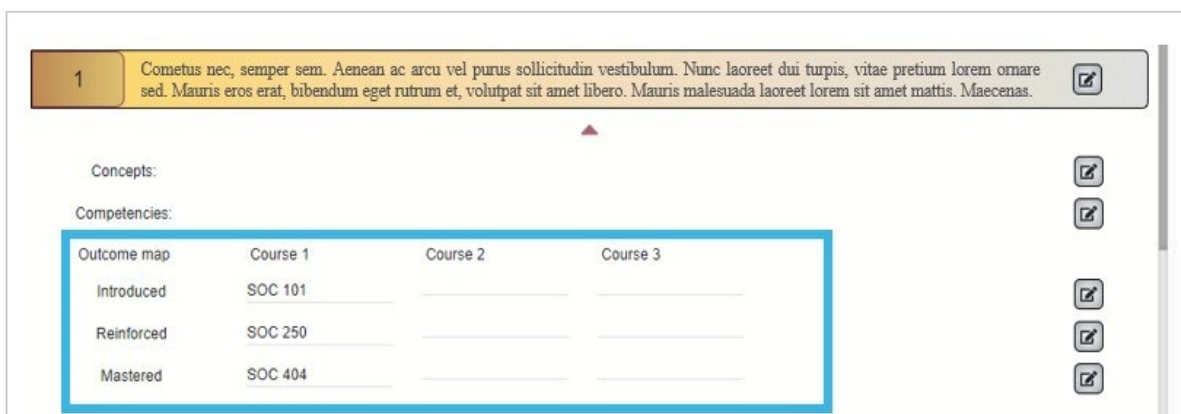


or

). When entering in courses, please observe and use the correct format: enter the subject and catalog number using all caps and a space between the letters and numbers (e.g., PSY 101, SOC 205, and ENG411, etc.).

Figure 10

Editing Assessment Maps in the Assessment Portal



After courses are entered for each outcome, you can download a more traditional assessment map (see Figure 11) that combines all the courses from each learning outcomes into one map, using the icon located in the top right of the plan edit page.

Figure 11

Learning Outcome Map Output

Courses	PLO1	PLO2	PLO3
SOC 101	I	I	
SOC 102	I		
SOC 110		I	
SOC 113		I	
SOC 205		R	
SOC 210		R	
SOC 244	R		
SOC 249		M	
SOC 250	R		
SOC 404	M		

I: Introduced, R: Reinforced, M: Mastered

Assessment Process

**Required for post APR and newly established programs/certificates*

[Canvas Link](#)

The assessment process should describe the approach or method developed to measure the PLOs. The assessment process can be broken down into categories or written in a narrative. A detailed process allows for future replication providing a level of validity. Details that should be included in the process are:

1. A description of the **population** used for the data collection. example: students in the major.
2. Describe each measure formally and in detail. Example: Measure One will use the students final capstone project measured with a 5 point rubric....
3. Include the **artifact** (i.e., research paper, capstone project, etc.) being used and the performance indicator for the outcome as well as the course it will be collected from and type of **research instruments** being used to evaluate the artifact (i.e., a rubric).
4. Data **process** describing how the data will be collected, aggregated, analyzed, and reported. This should include enough details for it to be replicated.
5. **Time frame** in which the data will be collected and analyzed (i.e., a semester or academic year).
6. **Research team** or faculty participating.
7. How the data will be organized and **analyzed**.
8. How the data will be used for **continuous improvement**. [Canvas Link](#)

If there is any professional certification or accreditation involved, it should be included here. As previously mentioned, it is important that the assessment process be as descriptive and robust as possible as program plans are accessible by university administration, accrediting bodies, and are available upon request to all stakeholders, journalists, and the public. The validity of the data reported is often based largely upon the process by which the data was collected. A thoroughly descriptive assessment process allows for replication as well as the proper context in which to interpret the data.

Lastly, a program's assessment process will align with other elements of the assessment plan much like concepts and competencies. As such, a well-developed assessment process will aid programs in identifying appropriate "measures" along with their "performance criterion."

Measures

[Canvas Link](#)

The measure element should minimally include three pieces of information: the artifact being measured (e.g., capstone project, final paper, etc.), what course or where the artifact is being collected (e.g., PSY 101, capstone course, external internship, etc.), and the measurement tool being used to make a judgment concerning demonstrable student and graduate abilities (e.g., a faculty developed rubric, a survey, an exam). The measure works in tandem with the performance criteria identifying the expected level of performance. Most of this information is also included in the assessment process but in much more detail and specificity. Both programs and certificates will be required to have at least two measures per outcome.

Direct and Indirect Measures

Both direct and indirect data are important for evaluating program quality. Direct measures collect data on student learning directly related to knowledge and academic performance as assessed through a program's learning outcomes. Indirect measures can provide information on attitudes, experiences, and perceptions from stakeholders that can help support and explain findings taken from direct assessment data. **Each assessment plan is required to have at least one direct measure of student learning per outcome and one indirect measure of student learning per assessment plan.**

A direct measure is based on a student-produced artifact or performance that is assessed for insight into learning, most often using a rubric or similar tool. Grades in courses or for exams are not recommended because they are one dimensional and only provide information on how many points have been earned rather than where the student's strengths and weaknesses lie. When exams or grades are used, programs must include adequate rationale for how the proposed exam or grade is able to provide data/information that specifically address student progress towards the related outcome, details regarding the number of items used, and examples of the exam items. This rationale should be included in the assessment process element within the same outcome. One commonly approved use of exams is to identify and report on a subset of exam items that specifically relate to the assessment outcome.

Rubrics, either faculty-developed or externally validated, are recommended, and preferred for use wherever circumstances allow. Rubrics are preferred over grades (i.e., class and exam grades) since they provide a breakdown of the content and the level of knowledge learned as well as identify trends in the different areas of knowledge. Rubrics or score cards can be paired with a number of student artifacts including class assignments, research papers, capstone projects, performances, laboratory activities, or clinical examinations.

Indirect measures that assess students' perceptions and attitudes can often help explain results obtained from direct assessments. Indirect data is often collected as qualitative or survey type data and can be collected from multiple populations including current/graduating students, alumni, faculty, and employers. Indirect data can be collected in many ways including focus groups or interviews where faculty or students can provide feedback and insight to a program's curriculum or reflective essays asking where and how students learned specific information.

UOEEE does collect survey data annually from several populations. The UOEEE assessment portal provides a tool to obtain custom reports with this data for assessment purposes (for more information on UOEEE survey data, please see the [Survey Data](#) section of the handbook).

Other data such as employment rates, passage rates on professional licensure and certifications can be used if directly relevant to the outcome. UOEEE recommends that programs use information already being collected for accreditors and regulators in their program assessment plan when possible. Accreditation goals and outcomes can also be used assuming they are sufficiently summative and cumulative in nature.

Formative and Summative Measures

Including both formative and summative measures within a program's assessment plan can provide a richer and fuller view of student learning over their long-term experience. Formative and summative measures differ in when student learning is assessed.

Formative measures are assessments that occur during the learning process to monitor student progress and help identify instructional areas where continuous improvements can be focused. At ASU, bachelor programs can begin assessing students during the students' 200 and 300 level courses if it is important to measure learning gained while progressing through the program. This can then be followed up with assessments later on in the program up until the point of graduation. Not all students in the program are expected to be assessed but a representative sample should be planned for so it provides reliable and accurate assessment results.

Summative measures are assessments that occur at the point of mastery, often as students graduate from the degree program. They provide insight into a program's bottom line, assessing whether students have achieved the learning outcomes. Data collection after graduation also provides summative data. This data can include licensure exam scores, certification numbers, and student surveys asking students for insight on how well prepared they felt they were entering the workforce. The majority of measures used for assessment at ASU are the summative type.

ePortfolios and Digication

ASU has a digital portfolio system with features that include artifact collection and rubric scoring that can be adapted to the course and program level. Programs are encouraged to utilize the digital portfolio system to help students build their academic repertoires as well as aid in program assessment and continuous quality improvement. Incorporating rubrics into digital portfolios makes course expectations transparent, allowing students to understand how levels of performance are determined for a course or program. Furthermore, rubrics utilized within ASU's digital portfolio system allow faculty, programs, departments, and colleges to create a history of assessment and continuous improvement efforts. See [Digication](#).

Performance Criteria

[Canvas Link](#)

While measures identify the student artifact and tool that will be used to “measure” the outcome, the performance criteria establish the expected level of performance and the proportion of students expected to meet that level of performance. This level of expected performance can be based on longitudinal data, such as past performance or nationally established criteria where available. When not available, performance criteria can be determined by the faculty based on their expertise in the field and then reinforced through longitudinal data collection.

Challenging Criteria

Most performance criteria expect 70% to 80% of students to attain a set level of proficiency for a measure to be considered met during reporting. Performance criteria differs from grading in this aspect. Quite often, criteria are met by a disproportionately high number of students being assessed because performance criteria have not been researched to determine which levels would be challenging to attain. If 100% of students meet a program’s criteria in all dimensions of a rubric, then the tool is not sensitive enough or the criteria is too low to be informative. Programs learn the most about their curriculum when they set criteria just above average performance, where more than half, but not all students can be expected to achieve it. Criteria are considered challenging when there is a realistic chance it may not be met by students and graduates. This delicate balance requires faculty to continuously consider quality improvements. This would then provide information on both the strengths and weaknesses of the curriculum.

Because ASU wants criteria to be effective, challenging, and informative, UOEEE does not reward nor penalize programs for meeting or not meeting their learning outcomes within a given year. Outcomes not met are viewed as important data points and opportunities for improvement. Plans are considered effective if they can provide valuable information for making continuous instructional improvements.

Rubric Use and Canvas Benefits

As previously mentioned, UOEEE recommends programs use rubrics to assess student performance. When developing rubrics, faculty should first consider the rubric’s dimensions, the student population, and the number of students expected to attain “mastery” of a subject, skill, or intellectual habit. Performance criteria can change for students as they progress through a degree. Programs may also choose to use a single rubric at all levels of measurement. For example, programs may use a rubric in which sophomore students are likely to earn a 2 out of 4 on some or all dimensions, but then score a 3 out of 4 as they are reassessed with the same rubric as junior or seniors. The number of levels should be enough that each level sufficiently describes the spectrum of student performances for that assignment.

UOEEE recommends that programs utilize rubrics with four levels (1-4) with faculty calibrating their rubrics so that a majority of students, or an “average” student, would achieve a rating of 3 out of 4, with 4 being reserved for the exceptional student. Regardless of the number of levels chosen, UOEEE recommends the inclusion of a “NA” rating to represent the absence of material or the absence of relevant work submitted as opposed to

a “1” rating which signifies an attempt that failed to demonstrate the expected level of mastery. Please look at the sample rubric (see Table 2) and resources in *Canvas* for more instruction on how to develop rubrics.

Utilizing rubrics at ASU has additional benefits such as the ability to create dashboards displaying a program’s progress towards its programs learning outcome and to automate data collection for assessment purposes within *Canvas*. For more information and/or support with setting up dashboards, contact the Learning Experience Integration Group via [ASU’s Learning Management System Training Page](#). Rubrics can also cover general education requirements and be applied across subjects. The Association of American Colleges and Universities (AAC&U) has developed a set of rubrics entitled [The Value Rubrics](#) that can be adapted for use within multiple disciplines.

There are many rubrics in use today including external rubrics specific to a discipline that are already developed and tested for validity and reliability. Furthermore, many programs at ASU develop and use rubrics specific to an assignment. These faculty-developed rubrics are best when addressing an area with no standardized rubric is available. When an externally validated rubric is available, its use is strongly encouraged.

Table 2

Sample Rubric

Level of Accomplishment: number scale	Outstanding (Above Average) OPTIONAL	Meets Expectation (Average Performance Level)	Approaching Expectation	Not Yet Approaching Expectation	Information not Present
	4	3	2	1	NA
Level of Accomplishment: narrative scale	Met the expectation but also extremely well done	*50-70% of Students should score here	(Promising, but not quite there)	Student made an attempt but product does not correctly satisfy expectations	This could be due to the responder or poor fit of the assignment
Dimension 1	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)
Dimension 2	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)
Dimension 3	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)
Dimension 4	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)	(Dimension Description)

* The 50 to 70% is an example. Rubric developers can establish an appropriate performance criterion that meets their departments' needs.

General Education—Undergraduate Only

**Required for post APR and newly established programs*

To meet new general education skill and habit expectations, both new programs and certificates as well as programs and certificates going through APR, must now provide information on how general education knowledge areas are addressed within their curriculum. Previously approved assessment plans will not need to include this information until the program's next scheduled APR.

Programs can identify how these knowledge areas are addressed by selecting one of the following input options within the portal (see Figure 12): 1) measure, 2) proxy, 3) narrative, or 4) ASU General Studies.

- A **measure** is a form of assessment that is being utilized within the program's current assessment plan. When this input method is checked, a dropdown will appear that

allows the user to choose which measure within the assessment plan is assessing that particular area of knowledge

- A **narrative** is reserved for general education areas of knowledge that are assessed within the program, but not included within the program's current assessment plan. Selecting this option will allow the user to describe where and how students will master skills and knowledge not included in a program's assessment plan.
- A **proxy** is an assessment performed by a legitimate professional or regulatory/ accrediting organization or professional association, as opposed to faculty. Examples of a proxy include 1) testing by state or national regulatory board, 2) internships in the student's area of study, 3) peer-reviewed publications and conference presentations.

Figure 12

Editing General Education

General Education Knowledge Areas ?

[O1M1] A formal, oral presentation to the class will be assessed via a rubric.

[O1M3] Discussions with peers, over the course of the semester, via in-class and/or on Canvas discussion board posts, will be assessed via a rubric.

Composition, Communication & Rhetoric ✓ Measure

[O1M2] An original, final written paper will be assessed via a rubric.

[O4M1] An assignment requiring students to reconstruct a prose argument as a formal argument with numbered premises and conclusion, indicating inferences between premises, will

- Programs can also indicate when particular knowledge areas will be taught and assessed by **ASU's General Studies Coursework**. This option is reserved for knowledge areas that are not specifically taught within a particular degree program (i.e., the English program not having a mathematics/quantitative reasoning component within its curriculum). Please note, that there are very few if **any** circumstances in which a program does not cover at least one general knowledge area.

In addition, the following instructions, directly from ABOR Policy 2-210, must be kept in mind while developing undergraduate programs.

ABOR Policy 2-210:

<https://public.azregents.edu/Policy%20Manual/2210%20General%20Education.pdf>

- Evaluation of general education is also part and parcel of the review of the learning objectives of each degree program and those outcomes are reflected in the academic program reviews.
- Effective assessment depends fundamentally upon measurement and does not rely exclusively on a single project or capstone course. It ...will inform curricular refinements and allow faculty & administrators to reconsider programs that do not meet expectations in terms of learned concepts and competencies.
- Each university will utilize rubrics, based on national standards or locally developed, to gauge whether students master the essential learning outcomes and intellectual qualities that are outlined in the policy.

Program Assessment Plan Quality Worktable

To help better guide the submission of assessment plans, UOEEE has developed a rubric (see Table 3) to help programs better understand what information should be included in each element of a program's assessment plan. It is only when each element of the plan minimally meets expectations is it considered acceptable for submission at ASU. If any of these elements does not meet minimum requirements, the entire plan is considered unacceptable.

The worktable below includes a description of each rating for each plan element. UOEEE and assessment delegates will use this worktable to evaluate plans beginning in the summer of 2022 with UOEEE evaluating plans during a program's APR and delegates evaluating plans whenever changes are being made. Programs will be able to reference this table through this handbook as well as on [UOEEE's Canvas site](#). Following UOEEE's evaluation of the plan, a copy of the rubric along with its ratings and feedback will be emailed to any user who entered content into the plan as well as the program's assessment delegate. Programs will also have access to previous UOEEE plan evaluation ratings (when applicable) through the portal's program archives. For more information on how to access the program archives, please see the [Editing Assessment Plans and Reports](#) section in the handbook.

Table 3
Program Assessment Plan Quality Worktable

Plan Elements	Plan is Exemplary 3	Plan is Acceptable 2	Plan is Unacceptable 1	Information Not Present 0
Mission	Mission statement addresses all components: Explains purpose of the program and what they value, defines how it serves students, and how it aligns with university mission.	Mission statement addresses 3 of 4 these components: defines program, explains values, defines how it serves students, aligns with University mission.	Mission statement does not explain the purpose of the program, their value, how it serves students, nor alignment with the university mission.	
Program Goal	All goals extend the mission and align with the outcomes.	Some goals extend the mission and align with the outcomes.	Goals are broad and do not directly align with the mission and outcomes	
Outcomes	Four or more outcomes.	Three outcomes.	Two or less outcomes.	
	All outcomes specific, measurable, and are active verbs that are appropriately rigorous. Aligns with appropriate levels of Bloom's Taxonomy.	Three or more outcomes are specific, measurable and are active verbs that are appropriately rigorous. Middle Two Pedagogical Levels of Bloom's Taxonomy.	Outcomes are not specific nor/or measurable OR outcomes are specific, measurable but active verbs are lowest Two Pedagogical Levels, Bloom Taxonomy.	
Concepts	Well stated knowledge areas that students must successfully understand to achieve the outcome. Excellent alignment between concepts and outcomes.	Well stated knowledge areas that students must successfully understand to achieve the outcome.	Does not address theories, knowledge or skills that students must attain to accomplish the outcome.	
Competencies	Well stated and measurable. Effectively breaks down the outcome into measurable components. Competency has strong alignment to the outcome and is a breakdown of a component of the outcome.	Related directly to the outcome and is measurable.	Unrelated or somewhat related statements but not well aligned with the outcome.	

Assessment Process	Includes essential elements, student population, tool, timeline, and how the data will be used. Also includes information on data collection and analysis, assessment team including faculty, students, and other stakeholders in the process. If using an exam, they explain how they are using specific information such as exam questions to determine how students are meeting the outcome.	Three or more. Includes essential elements: student population, tools, timeline, and how the data will be used. Could be replicated but is missing some details.	Does not include most components of the recommended assessment process. The process cannot be replicated as written.	
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Plan Elements	Plan is Exemplary 3	Plan is Acceptable 2	Plan is Unacceptable 1	Information Not Present 0
Assessment Mapping	Outcomes are being assessed in multiple courses.	Each outcome is introduced, reinforced, and mastered within at least one course within the curriculum	Outcome introduction, reinforcement, and mastery are not addressed within the assessment map.	
Measures	Three or More	Two, minimum	None or One	
	Multimodal methodology using a rubric for direct and some form of indirect assessment (e.g., survey or focus group) for each outcome	Each outcome has at least one direct form of assessment and the plan as a whole has at least one indirect form of assessment.	One form of assessment only (all indirect or all direct)	
Performance Criteria	Explains the expected score on the rubric or survey and performance criteria is challenging.	<input type="checkbox"/> Explains the expected score on the rubric or survey.	Does not include the expected score of the majority of the sample and/or identify percentage of the sample.	
General Educ-Undergrad Only	All nine areas of knowledge measured by the program (not by ASU general studies coursework)	Five to eight areas of knowledge measured by the program (not by ASU general studies coursework)	Zero – four areas of knowledge measured by the program (not by ASU general studies coursework)	
Outcome Level	Plan has a strong methodology and should result in valid data and produce data effective for continuous improvement.	Plan is still developing yet is acceptable for program assessment purposes.	Any cell that does not meet criteria results in a plan not being accepted.	Any cell that is not complete results in a plan not being accepted.

Elements of an Annual Assessment Report at ASU

The APR Reporting Break

Programs are excused from reporting the year **following** their APR. This is due to programs often making large changes to their assessment plan over their APR and because program reports are based upon data collected from the previous academic year. As such, it would be difficult for programs to collect and report data based on an assessment plan that is not yet finalized.

A sample timeline would be as follows:

Apr 2022 - Program begins APR process to be completed throughout AY22-23

May 2022 - Program completes annual report requirement with data collected over AY21-22

Jan 2023 - Program completes APR process

May 2023 - Program would normally submit data collected over AY22-23 but is **excused** from submitting an annual report

Annual assessment reports serve as records of the assessment plans in practice and are expected of nearly all programs with the “Report” or “Low Enrollment” statuses* (for more information on statuses, please see the [Portal Landing Page](#) section of the handbook).

When completing one’s annual assessment report, programs are expected to record the data associated with the artifacts laid out in their program’s assessment plan collected over the most recent academic year*. For example, a program completing a report in June 2021 would be entering in data collected over academic year 2020-2021*.

To ensure consistent reporting and to avoid gaps in data, programs are expected to submit a report annually, even if no data was collected. These reports should contain an explanation for the lack of data as well as steps taken by the program to mitigate instances going forward.

Given that assess report data is archived for programs to retrieve and use during program review, it is important for programs to try to accurately report data for the purposes of longitudinal evaluation of their students’ success. Reporting on assessment activities should also be viewed as an opportunity for program faculty to reflect on their level of participation and whether assessment findings are providing information detailed enough for faculty to provide continuous improvement guidance.

As previously mentioned, it is important to remember that UOEEE does not reward nor penalize programs based on whether or not their outcomes were met within any given year.

Outcomes not met are viewed as important data points and opportunities for improvement. Instead, UOEEE examines the process and approach taken to ensure that assessment plans provide information with the ability to inform faculty and administrators. Plans are considered effective if they can provide valuable information for making continuous instructional improvements.

When UOEEE reviews annual reports each year, it focuses on four primary areas that often result in high quality data: measures and data, rigor of performance criteria, faculty involvement, and changes based on assessment findings. The UOEEE evaluation rubric for annual reports can be found later in this handbook (see Table 4) as well as on the [UOEEE Canvas site](#). Annual assessment reports are comprised of two primary sections (i.e., The Assessment Process, Changes, and Self-Assessment section and the Outcomes Reporting section) and several components within them. Each of these elements are described in further detail below.

**The academic year runs from June to May annually*

Assessment Report: Assessment Process, Changes, and Self-Assessment

In the Assessment Report the Assessment Process, Changes, and Self-Assessment component is where programs have the opportunity to provide contextual information related to their program's assessment efforts over the past year. Here programs record who participated in the evaluation process, any incidents that affected the program's evaluation efforts, and lessons learned from the data within a given year. This is contextually important and helpful for programs when reviewing past/historical data and evaluation efforts led by other individuals. In addition, understanding how programs are utilizing data for quality improvement purposes is an important requirement for HLC accreditation. Components within this section include:

1. **Faculty:** programs describe which and how program faculty/staff are involved in the assessment process.
2. **One-Off Process Changes:** programs identify changes made to a program's assessment process due to an extraordinary event or circumstance that programs do not anticipate becoming a permanent part of the assessment plan.
3. **Curriculum or Pedagogical Changes Based on Assessment Findings:** programs identify what if any changes will be made to their curriculum and/or assessment process after reviewing their data. Programs that decide to not make any programmatic or assessment changes should briefly summarize their logic for doing so.

Figure 14
Assessment Process, Changes, and Self-Assessment Component of the Annual Report

▲

Assessment Process ⓘ Outcome 1 Outcome 2 Outcome 3

Did you collect data? ⓘ

Yes

Roles of participating faculty and staff ⓘ

██, was responsible for collecting the data from different sources to compile into this report. She obtained the ██████████ 502 (measure 1.1), ██████████ 504 (measure 1.2), and ██████████ 518 (measure 2.3) grades directly from the instructors of the courses (██) or from their Canvas shells if no longer at the university (████████████████████). Formative (████████████████████) and summative exam (co-chaired by ██████████, ██████████, ██████████) data (measures 1.3 and 2.1) scores were pulled from the ██████████ database as entered following the exams. EASI scores for clinical data (measures 1.4, 2.2, 3.2) were pulled from the Typhon evaluation system by ██████████, who also serves as the clinical placement coordinator. ██████████, Graduate Support Coordinator, assisted in pulling the Praxis scores in measure 3.1.

Assessment Plan changes ⓘ

As also described within the measure, for measure 2.3, a project instead of exam was used on instructor decision to best reflect the needs to the course, though with the same learning outcomes.

Reflections on assessment findings ⓘ

Overall, this plan remains a good overview of our students' performance in the program.

Outcomes Reporting

The Outcomes Reporting component of the assessment report is where programs enter in data collected over the past academic year that is associated with their assessment plan. Programs are expected to complete each element within this section except for the contextual information, which is optional but encouraged. This contextual information is particularly helpful during program reviews, when the individual reviewing the reports is unlikely to have been the person entering in the data some years later. Components within this section include:

1. **Outcome/Measure Disposition:** A simple way for programs to easily indicate whether their outcomes/measures were met, not met, or unsure. As previously mentioned, UOEEE does not penalize nor reward programs for having met or not met their program learning outcomes.
2. **Contextual Information:** This space is provided to programs for contextual information to reference when reviewing past reports. These are particularly important when an outcome/measure was not met or if a program was unsure if it was met to provide reasons/insight for that particular determination.

3. **Total Number Collected/Met/Exceeded:** Where programs enter in data collected over the previous academic year. If possible, data entered into this component should be limited to students enrolled within the degree/certificate program and include **both in-person AND online students**.
4. **Online Number Collected/Met/Exceed (Starting Spring 2022):** A space for programs to enter in data collected ONLY from online students. This space will appear if the degree program has equal to or more than 20 of these students enrolled within their program over the academic year. A student is considered an “online” student when their registered campus is “Online” (as opposed to Tempe, Poly, etc.). It should be noted that students registered at one of ASU’s in person campuses (i.e., Tempe, Poly, West, etc.) may take online classes, but students with a registered campus of “online” are not able to take in person classes on campus.

Figure 15
Outcomes Reporting Component of the Annual Report

Outcomes Reporting

1

Demonstrate a comprehensive understanding of health behavior change theories commonly used in public health and their application to the planning, implementation, & evaluation phases of health promotion programs.

Outcome Met? Yes 1

The students demonstrated a comprehensive understanding of health behavior change theories and their application to planning, implementing and evaluating health promotion programs as evidenced by their performance on their final exam (91% met criteria), their group presentation project (100% met criteria) and their final exam (100% met criteria). 2

Measure 11
EXW 542 Health Promotion: Final Examination
At least 90% of Exercise and Wellness (ECEXERMS) students will earn a score of 80% or higher on the EXW 542 Theory Final Examination.

12

Number Collected

3

11

Number Met/Exceeded

8%

Did not meet

92%

Met/Exceeded

Measure Met? Yes

91.6% of students earned an 80% or higher on the final exam in EXW 542 demonstrating understanding of the theories and their application to program development and implementation.

ONLINE

Please disaggregate the results above for Online students specifically.

-

Number Collected

4

-

Number Met/Exceeded

ONLINE

Measure Met? -

Assessment Report Quality Worktable

To help better guide the submission of assessment reports, UOEEE has developed a rubric (see Table 4) to help programs better understand what information should be included in a program's annual report. UOEEE has identified four primary areas that when properly completed, often results in high quality assessment data: measures and data, rigor of performance criteria, faculty involvement, and curriculum or pedagogical changes based on assessment findings. It is only when the report meets expectations as established by the assessment report rubric that it is considered acceptable for submission at ASU. If any of these elements does not meet minimum requirements, the entire report is considered unacceptable.

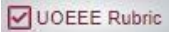


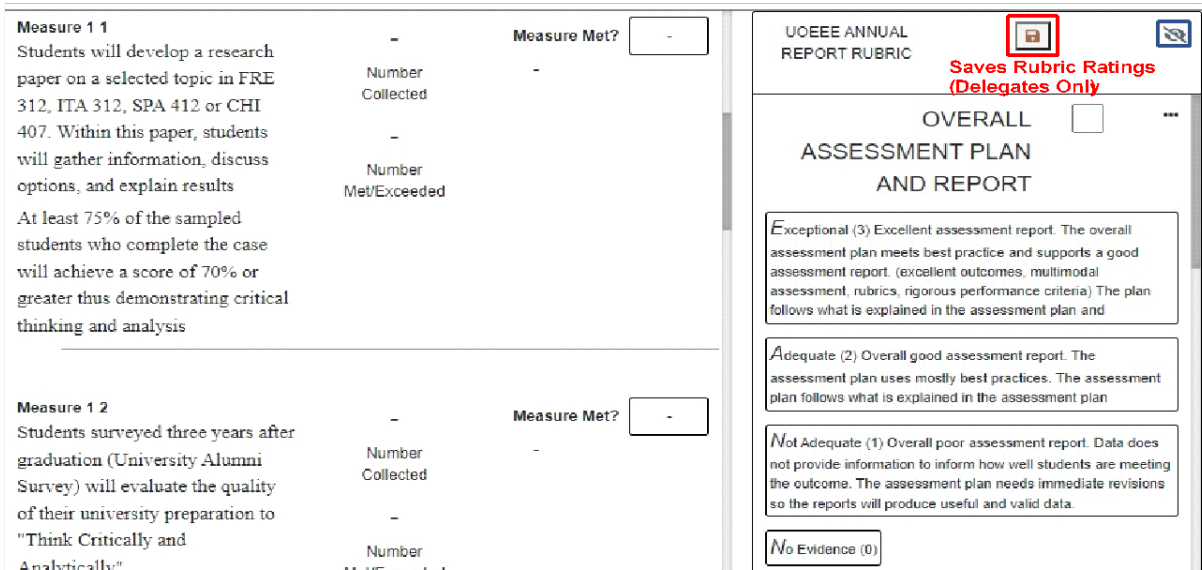
The worktable below includes a description of each rating for the four primary areas along with an overall rating. UOEEE and assessment delegates will use this worktable to evaluate annual reports beginning in the summer of 2022. Programs will be able to reference this table in this handbook, within the assessment portal (within the report edit page; see Figure 16) by clicking the  button located near the top of the report page. Clicking this button will also allow delegates to enter ratings and provide feedback on the report as well. Once ratings have been entered, delegates need to click the  button to save their ratings. Clicking the  icon hides the dimension descriptions. The table is also available on [UOEEE's Canvas site](#). Following UOEEE's evaluation of the report, a copy of the rubric along with its ratings and feedback will be emailed to any user who entered content into the report as well as the program's assessment delegate. Programs will also have access to previous UOEEE report evaluation ratings (when applicable) through the portal's program archives. For more information on how to access the program archives, please see the [Editing Assessment Plans and Reports](#) section in the handbook.

Table 16
Assessment Report Portal View



Measure	Description	Number Collected	Measure Met?
Measure 1 1	Students will develop a research paper on a selected topic in FRE 312, ITA 312, SPA 412 or CHI 407. Within this paper, students will gather information, discuss options, and explain results. At least 75% of the sampled students who complete the case will achieve a score of 70% or greater thus demonstrating critical thinking and analysis	-	<input type="checkbox"/>
Measure 1 2	Students surveyed three years after graduation (University Alumni Survey) will evaluate the quality of their university preparation to "Think Critically and Analytically"	-	<input type="checkbox"/>

UOEEE ANNUAL REPORT RUBRIC

Saves Rubric Ratings (Delegates Only)

OVERALL

ASSESSMENT PLAN AND REPORT

Exceptional (3) Excellent assessment report. The overall assessment plan meets best practice and supports a good assessment report. (excellent outcomes, multimodal assessment, rubrics, rigorous performance criteria) The plan follows what is explained in the assessment plan and

Adequate (2) Overall good assessment report. The assessment plan uses mostly best practices. The assessment plan follows what is explained in the assessment plan

Not Adequate (1) Overall poor assessment report. Data does not provide information to inform how well students are meeting the outcome. The assessment plan needs immediate revisions so the reports will produce useful and valid data.

No Evidence (0)

Table 4
Assessment Report Quality Worktable

Report Elements	Report is Exemplary 3	Report is Acceptable 2	Report is Unacceptable 1	Information Not Present 0
Overall assessment plan and report	Characteristics of an excellent assessment report include, but are not limited to: data (quantitative and qualitative) that provides rich information on student progress towards outcomes, multimodal assessment, detailed descriptions of faculty roles and how faculty are using the data to close the loop.	Characteristics of an overall good assessment report include, but are not limited to: data that provides adequate information on student progress towards outcomes, a valid and reliable methodology resulting in good data, detailed descriptions of faculty roles and how faculty utilized data for continuous improvement.	Characteristics of an overall poor assessment report include, but are not limited to: data that provides little to no information on student progress towards outcomes, methodology that does not provide valid or reliable data, lacks detailed descriptions of faculty roles and how faculty utilized data for continuous improvement.	
Measures	The assessment data in the report is multimodal and provides strong data that informs the outcome.	The assessment data in the report provides data that informs the outcome.	Assessment data reported on does a fair to poor job of providing information about the outcome.	
Rigor of the performance criteria	Performance criteria/measure was sensitive enough to differentiate between exceptional, adequate and weak performance.	Performance criteria were sensitive enough to differentiate between adequate and exceptional performance.	Performance criteria are not sensitive. No difference was identified between student performance. All met the criteria.	
Data	Data entry was complete, rational, AND good contextual information was provided (i.e., additional information beyond restating the results in word form).	Data entry was complete and rational. Missing data was accounted for.	Data was complete but contained issues (i.e., # met was greater than total sample size, sample size was greater than enrolled numbers, outcome was "Met" but none of the measures were "Met," missing data not accounted for).	A significant amount of data was missing AND the program did not account for missing data.
Faculty	Report identifies an assessment team that includes multiple faculty/staff members involved in all stages of the process. Faculty involvement aligns with the assessment plan description	Report identifies an adequate group of faculty/staff members involved in the assessment process either collecting data, analyzing, sharing or using data for improvement. Faculty involvement aligns with the assessment plan description	Report identifies the faculty that conducted the assessment but the assessment team was too small and there is no indication that the assessment was shared with relevant and multiple stakeholders. Faculty involvement does not align with the assessment plan description	Report does not specify or identify how faculty participated in the evaluative process. No evidence of faculty participation was provided
Curriculum or Pedagogy changes based on assessment findings	Faculty analyzed and applied assessment results for programmatic improvements Demonstrated thoughtful recommendations for closing the loop and using data for improvement.	Faculty analyzed the data and made reasonable recommendations for improvements or provided rational why improvements would not be needed.	Faculty reported on assessment data but did not make well thought out recommendations OR simply concluded that no changes were necessary based on the data.	

Outcome Level	Report has strong and valid data and the program has already taken identifiable steps towards continuous improvement.	Report is complete and provides data that can easily be used towards closing the loop.	Any cell that does not meet criteria results in a report not being accepted.	Any cell that is not complete results in a plan not being accepted.
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Table 5
Reporting Expectation by Assessment Portal Program Status

Program Status:	Element Required	
	Report:	Plan:
Report	☑	☑
Plan	☒	☑
Low Enrollment	☒ *	☑
Insufficient Plan	☒	☑
No Enrollment	☒	☒
	☑ = Required * = Abbreviated Report ☒ = Not Required	
<i>Note: Programs in APR will not have to submit a report the following year regardless of status</i>		

UOEEE Assessment Portal

The content related to the UOEEE Assessment Portal found within this handbook is meant to serve as a general guide to navigating the portal. For more detailed explanations of features and basic use of the portal, please see the resources within the “Assessment Portal” module of the [UOEEE Canvas site](#). Resources include blank assessment plan templates, a video walkthrough of the portal, and detailed descriptions of assessment plan elements.

Portal Landing Page

The portal landing page has been designed to provide schools with a more comprehensive overview of a program’s progress through the

various assessment processes. The image below is an example of the portal’s landing page (see Figure 17). Delegates and their designees will see similar information for the schools and colleges that they have access to. All other users will be privy only to the program plans and reports they have been granted access to. Delegates and users should also be aware that each program has been assigned a program status based on several factors that include establishment date, enrollment numbers, and APR status. These program statuses have implications on a program’s reporting expectations (see Table 5). An explanation of each status and their reporting expectations, are as follows.

Report – Programs that are expected to submit both a report and an assessment plan.

Plan – Programs that will not have to submit a report for the previous academic year. Programs in this status are typically new programs that are given a few years to allow programs to enroll enough students to obtain a meaningful sample size, to enroll students in the classes where assessment is being conducted (usually higher-level courses or capstone courses), and to evaluate the plan’s feasibility based on the program’s capacity.


Low Enrollment – Programs with enrollment between 1-20 students are classified as “Low Enrollment.” These programs will not be required to submit assessment data (but will still have the capability to if they choose). They will, however, be required to submit an abbreviated annual report (see the [Editing Assessment Plans and Reports section](#) for an example) with the following details:

- Applicable plan components (i.e., the [Assessment Process, Changes, and Self-Assessment component](#) of the annual report.)
- Confirmation of a program's "Low Enrollment" status

Insufficient Plan – Programs that are missing plan elements that were required during the program's establishment or at their last APR. Programs will need to remedy their plans before they can continue their assessment efforts.

No Enrollment – Programs with zero enrolled students. These programs can be seen by delegates but will be hidden from most other users. While these programs are not expected to update nor confirm their plans annually, they are expected to have an assessment plan within the portal for when these programs begin to enroll students and will be required to complete the APR process along with their department/college when scheduled. Programs with this designation will not be required to submit an annual report. The only way to remove these programs from the portal is to complete the official disestablishment process with the university. More information about this process can be found [here](#).

Please note that programs in APR will not need to adhere to the annual assessment plan expectation as their APR will satisfy this requirement. Additionally, APR programs will not need to submit an annual report the year following their APR. For more information, please see the [Academic Program Review](#) section of the handbook.

Within the portal, clicking on a program status (e.g., "Approved," "Not Submitted," "Insufficient Plan," "Revise," etc.) within the various tiles, will bring up tables displaying programs that fall into the selected category. Users can also view and/or edit assessment plans or reports from these tables where applicable. Please note that only delegates and administrators will have access to the user access management tile, where they can view who has portal access to their college, departments, and programs by clicking the "Look up" button. Delegates can also request changes to an individual's access according to evolving needs of the program by clicking the  button in the "User Access Management" table or clicking the "Add user" button in the "User Access Management" tile on the portal landing page.


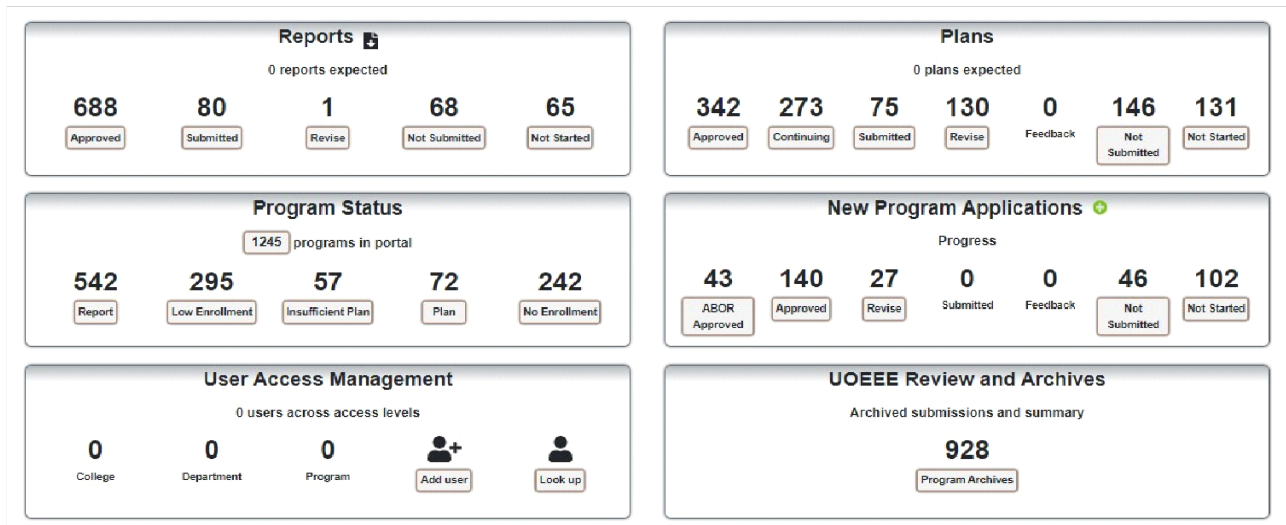
For new program applications, delegates can use the  button within the "New Program Applications" tile to open the new program form. Completing this form creates a new program shell in the UOEEE portal. After a new shell is created, it can be automatically accessed by all people with college and department level access. Users without this level of access, however, will need to request access by sending an email containing the new program's name, its academic plan code, and the ASURITE ID of the person needing access to assessment@asu.edu or ask their delegate to request it via the portal.

Figure 17
Portal Landing Page



Program Status Tables

Within each portal tile are several statuses illustrating how programs are progressing through that process. For a more thorough walk-through of the statuses within each tile, including the sequence of the statuses, please visit the UOEEE [Canvas site](#) and direct your attention to the “Explainer” documents located within the “Assessment Portal” module. Within the UOEEE portal, clicking the statuses within each tile will open a table displaying all programs within that status the user has access to (see Figure 18).

Figure 18
Assessment Plan Status Table – “Submitted” Plans View

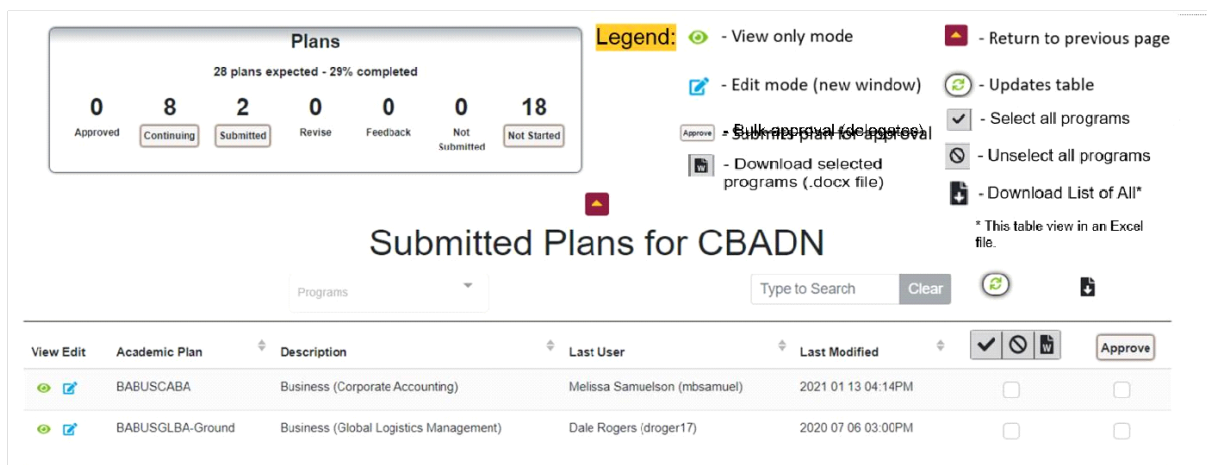


Figure 19

Viewing All Programs a User has Access to







Status tables for each tile will look relatively similar and have many of the same tools and functions as the one depicted above. One important feature within each table to take note of is the search bar. This search bar will search for any matching text within the visible program status table. This includes the last modified user, program description (e.g., Business Administration – Agribusiness, Theatre – Dramatic Writing), and a program’s unique academic plan code (e.g., BAAGRIPHD, FADRWRMFA, etc.).

Users can also click the number within the “Program Status” tile located on the portal landing page (see Figure 19) to see all the programs they have access to in one table, regardless of plan or report status. The search bar tool works similarly to the program status tables, allowing users to search for any matching text within the table. This includes the last modified user, program description, and academic plan code. Users can also search for programs going through or preparing to go through the APR process. To check on a program’s APR status, users can search for “APR” (to find programs currently in APR) or “Next Cycle” (programs going through APR in the next academic year) inside the table’s search bar.

Editing Assessment Plans and Reports

Canvas Links: [Assessment Plans](#) | [Annual Reports](#)

Plan edit pages are where new plans/reports are first written and where they are later revised. From a program’s mission and goals, through all other elements in a plan, the assessment plan and report edit pages house all the information related to a program’s assessment plan and data collection efforts. Functions such as editing and submitting plans and reports will be similar across both edit page types. To edit plans/reports, users can click one of two editing buttons ( or ) and enter content into the applicable fields. After all content has been entered, users **MUST** click the  or  buttons to save the entered content (see Figure 20).

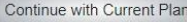
Programs and certificates that are not making any changes to a previously approved program, can streamline the annual assessment plan process by submitting their program assessment plan under the “Continuing” designation. Programs that submit under this designation bypass the delegate review and approval process and fulfill their annual requirement to submit an assessment plan. To submit under the continuing status, programs will click the  button located near the top of the plan edit page. This button will no longer be available once the website detects a change has been made to the assessment plan.

Figure 20
Plan Edit Page

Plan September 29, 2020 9:33 AM

Arts and Humanities in Games (Certificate) (ASAHGCERT)
 Status: **Plan**
 Catalog: AS_UIG
 Department: CHUMARTCLT

Plan is: **Not Submitted**
 Delegate: **Akua Anokye (aanokye)**
 Submit Plan Request Feedback

Mission: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla mattis urna ac sollicitudin vestibulum. Pellentesque id faucibus nibh.

Goals: Duis pharetra massa enim, in molestie ex fimbria vitae. Aenean sed ante malesuada, euismod erat vitae, Inetna quam Phasellus blandit, neque et elementum ultrices, neque nulla laoreet neque, a cursus diam urna quis tellus. Curabitur eu quam eleifend.

State authorization questions submitted for activities (No) and placements (No), and certificate/licensure (No), by September 23, 2020 3:50 PM.

Mission: *This is an Example Mission*

Goals: *This is an Example Goal*

Pending: Outcome OIM1 Measure

Program Learning Outcomes

1 *This is Outcome 1*

Legend:

- Plan** (Yellow circle with 'Plan' text): Quickly switches between the program's assessment plan and report
- : Download the assessment plan/report as a Word docx
- : Opens every editable text field in the assessment plan.
- : Adds outcomes, measures, concepts, competencies, and/or processes.
- : Removes outcomes, measures, concepts, competencies, and/or processes.
- : Reorder outcomes, measures, concepts, competencies, and/or processes.
- : Edits corresponding section.

For new programs going to ABOR there will be a section in the assessment plan “Measure Summary” that will be used by the provost office only during ABOR submission. After approval this section will disappear. The measure summary will be found on their new program application’s assessment plan (see Figure 21). The purpose of this element is to provide the university’s provost office with a simple short narrative description of the measures. For this element, programs are to include the student artifact being assessed (i.e., a case study, dissertation, etc.) and tool used for measurement (i.e., a rubric, exam grade, etc.) but exclude performance criteria (i.e., numbers, percentages, or scales). There should be one summary per outcome that summarizes each measure (x2) within that outcome. When completing this element, the measures summary will initially contain the combined text of each measure within that outcome in gray. This text is to be replaced with a proper summary. Once text has been entered and saved, the measures summary text will turn black. For examples on language and how to combine multiple measures into a single summary, please visit the [UOEEE Canvas Site](#).

Figure 21
New Program Application Measures Summary Plan Element

<p>Measure 2 2 Outcome will be measured by the successful completion of a section of the final exam, in which students respond to academic texts (direct measure), though use of a VALUE Rubric (instrument).</p>	<p>Performance Criterion 2 2 At least 75% of students will be progressing in their ability to respond to others' work as indicated by their satisfactory results in the VALUE Rubric (instrument) assessment.</p>
<p style="text-align: center;">Notice</p> <p>Measures Summary: <u>1) Outcome will be measured by the successful completion of a paper drawn from COM 312, to be analyzed by a committee of three program faculty, that will demonstrate an ability to engage critically with texts, questioning their arguments, biases, and motivations (direct measure). At least 75% of the papers will demonstrate the students' ability to engage critically with texts. The papers will be assessed on the basis of the following rubric (instrument): (1) fails to meet expectations, (2) meets expectations, and (3) exceeds expectations. 2) Outcome will be measured by the successful completion of a section of the final exam, in which students respond to academic texts (direct measure), though use of a VALUE Rubric (instrument). At least 75% of students will be progressing in their ability to respond to others' work as indicated by their satisfactory results in the VALUE Rubric (instrument) assessment.</u></p>	

Figure 22
APR Designation on the Plan Edit Page

**Social Work (Advanced
 Direct Practice)
 (PPAPDTMSW)**

Status Report

College PP_GR

Department CSOCWORK

Conducting Annual Program Review

Programs going through the APR process or that will be going through the APR process the following academic year, will see a special designation under their program name within the plan edit page (see Figure 22). Those currently in the APR process will see “Conducting Academic Program Review” while those going through the APR process the following year will see “Next Cycle.” It should also be noted that plans submitted by programs going through the APR process will be reviewed by UOEEE rather than program delegates.

To help better guide the submission of assessment plans undergoing APR, UOEEE has developed a rubric (see Table 6) to help programs better understand what information should be included in a program’s assessment plan. It is only when the plan meets expectations as established by the assessment plan rubric that it is considered acceptable for submission at ASU. If any of these elements does not meet minimum requirements, the entire assessment plan is considered unacceptable.

Table 6
APR Assessment Plan Rubric

Element	Excellent (3)	Meets Expectations (2)	Revisions (1)
Overall Assessment Plan	No Revisions, Strong	No Revisions The overall expectation for an assessment plan is that there is a mission and goals that explain the purpose of the program and how it serves the students as well as support the university mission. Outcomes	Necessary Revisions, See comments
Mission	Includes all three components. Exceptionally well-articulated mission. The reader understands the uniqueness of the program	Includes 1. purpose and values of your program, 2. how you serve students, 3. alignment with the university mission.	<ul style="list-style-type: none"> Needs to explain the purpose of the program. Needs to explain how it is an academic program and serves students. Need a statement about how the program mission supports the University mission (i.e. Community good, innovation, research, academic excellence, diversity). Other, see comment.
Goals	Goals align perfectly with the mission statement and program learning outcomes. They describe what is expected from all students in the program. As a group they are comprehensive.	Goals expand on the mission statement. They describe what the program expects all students to achieve. There is alignment between the goals and mission and outcomes. Goals include skills and knowledge students must be able to demonstrate to be academically successful in the program?	<ul style="list-style-type: none"> The goals need to be revised so they align with the mission The goals need to be revised so they state what the program expects all students to learn or achieve. Other, see comment.
Outcomes	"Outcomes are specific to the program/field (vs. broad general outcomes that could fit multiple programs such as general	Program Learning outcomes are observable and measurable achievement of knowledge acquired from participating in an academic program. Outcomes reflect the level of learning and rigor expected for the degree being issued.	<ul style="list-style-type: none"> Outcome needs to be revised so that it is more specific, it is too vague. Narrow the focus of the outcome, the content of the outcome is too large (two measures would

	<p>communication skills). The outcomes match the level of rigor expected for the degree through the verbs used for measuring learning. Outcomes lend themselves to multimodal assessment. Outcomes have been vetted by all stakeholders including faculty and students.</p>		<p>never provide enough data).</p> <ul style="list-style-type: none"> ● The outcome needs to be written in measurable terms. ● Revise and use one verb in the outcome. The outcome uses more than one verb which will skew results and have multiple meanings. ● Revise and only have one area that will be measured. The outcome has too many items to be measured (double and triple barreled). ● Use a higher-level verb. The outcome uses a level of verb that does not match the rigor of the level of degree. ● Other, see comment.
Concepts	<p>The concepts present a disciplinary overview of the areas of knowledge that will be learned in order to accomplish this outcome.</p>	<p>Lists relevant knowledge areas, theories or skills needed to be acquired to be able to achieve the outcome. This can be a list of areas.</p>	<ul style="list-style-type: none"> ● Revise the concepts so they state knowledge areas (nouns) that students must acquire to meet the learning outcome ● Add more knowledge areas so the content is comprehensive and covers the outcome. ● Align the knowledge areas to the outcome. ● The knowledge areas and the measures should align. ● Other, see comment.
Competencies	<p>The competencies break the outcome in to components that are each measurable in their own right and added together present a</p>	<p>The competencies break down the outcome into measurable components. Competencies explain the steps or criteria needed to successfully accomplished the outcome. Competencies can often</p>	<ul style="list-style-type: none"> ● The competencies need to break down the concepts into measurable components. The categories should all relate directly to the outcome.

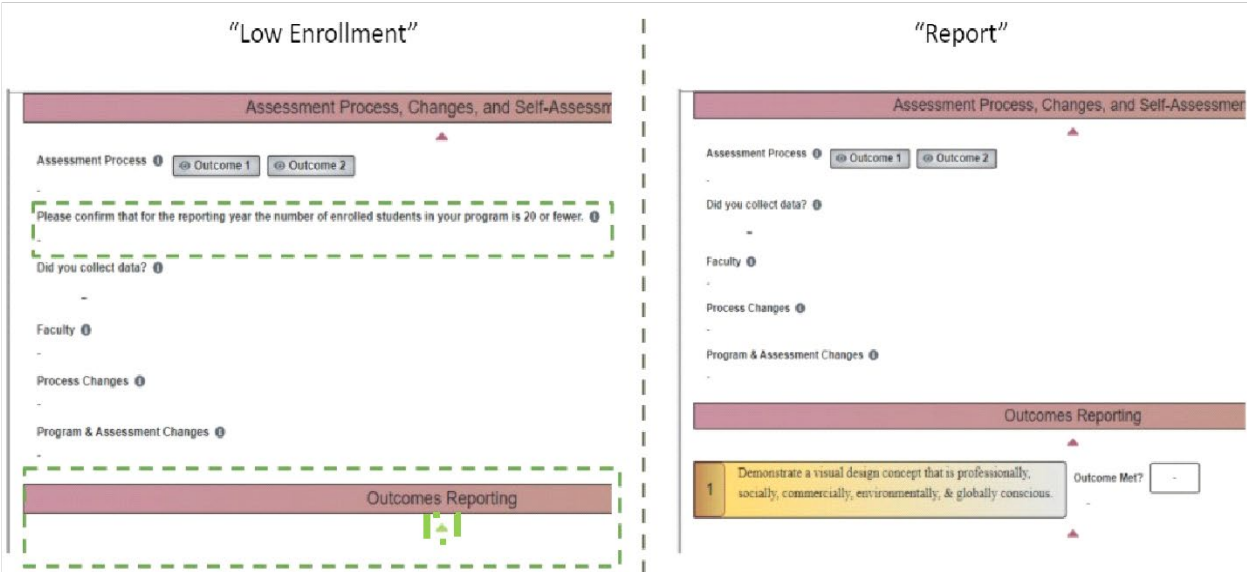
	comprehensive evaluation of accomplishing the outcome.	serve as the dimensions of your rubric.	<ul style="list-style-type: none"> ● Add more competencies. Too few competencies to appropriately break down the outcome (1 or 2). ● The competencies need to be measurable. ● The competencies need to align to the outcome. ● The competencies in total need to be more comprehensive. They do not demonstrate all of the components of the outcome. ● Other, see comment.
Mapping	Excellent	Identify where in the curriculum outcomes are introduced, reinforced, and mastered	<ul style="list-style-type: none"> ● Revise, cannot use one course for all outcomes. ● Revise courses listed in the measures are not listed in the assessment map. ● Other, see comment.
Measures	Uses assessment tools that measure the level of learning as well as the breadth of learning. Provides additional detail/description of the specific rubric dimension, subset of questions if using an exam, or survey question wording (if not a UOEEE exam) where applicable	Measure includes: course, assignment, tool for measurement (preferably a rubric). At least one measure is indirect data in the assessment plan. The measure aligns with the rubric.	<ul style="list-style-type: none"> ● Add course number and name. ● Add the name of assignment. ● Add the tool for measurement such as rubric, inventory, internship evaluation. ● Explain the measure. If it is a test it needs to explain the portion of the test that provides data for the outcome or just selected test items. ● Align the measure with the outcome. The measure does not (or it is not apparent) align with the outcome. ● Move this information to the assessment process. The measure includes a detailed explanation of the

			<p>tool which should be in the assessment process.</p> <ul style="list-style-type: none"> ● Other, see comment.
Performance Criteria	Excellent	The Performance Criteria is the expected level of performance students achieve using the tool. Identifies expected proportion and minimum performance (rating, score, percentage, survey rating, etc.)	<ul style="list-style-type: none"> ● Identify the percentage of students to meet the PC. ● Identify the PC. ● Other, see comment.

Regarding reports, low enrollment programs are required to submit an assessment report. Low enrollment programs will have to complete the standard report with the addition of a single item where programs can confirm their low enrollment status (see Figure 23). In addition, given that data entry is optional for most low enrollment programs, fields for data entry are collapsed by default but can be expanded to allow for data entry*. To expand the data entry fields, click the green arrow below the “Outcomes Reporting” header.

**Reporting requirements, and thus the default view of the report, will vary by college. Please follow the direction of your college’s delegate*

Figure 23
Low Enrollment Report Page Comparison



Additional Plan/Report Features

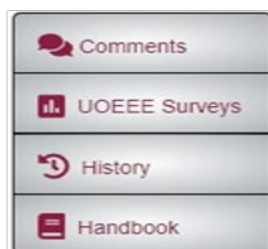
The assessment portal has additional features to help programs submit their plans and reports. These features can be accessed via buttons located in the upper right corner of the assessment plan and annual report pages (see Figure 24).

The “**Comments**” (🗨️) feature allows anyone with access to the plan to record comments for others to read and act upon accordingly. Over time, these comments can be used to record program challenges and developments as well as help guide future assessment processes. UOEEE provides overall plan/report feedback as well as feedback on specific plan elements. Overall feedback can be found above the plan/report, while element specific feedback can be found in the side panel to the right of the plan/report. Programs can also mark individual comments as “resolved” by clicking the 📌 button found below each comment. Resolved comments will be highlighted green at the top. Programs can also download plan comments along with the assessment plan by clicking the 📄 button located inside the maroon comments’ header. These features are found on both plans and reports.

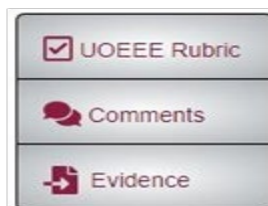
The “**UOEEE Surveys**” (📊) feature allows programs to link UOEEE survey items to individual measures within your program’s assessment plan. Measures that are linked will auto populate data within the program report edit page after survey data is collected. This feature is managed within the plan edit page. For more information about UOEEE administered surveys, please see the [UOEEE Survey](#) data section of the handbook.

The “**History**” feature documents when changes to the plan have been made and saved. This feature is similar to Google’s history feature for Google docs in that users can view previously saved versions of specific plan elements. This information can be useful in showing a plan’s development over time. The number of changes made to each element will be indicated with gray numbers (🔢). Clicking this number will bring up previous versions of the plan element. This feature is found on the plan edit page.

Figure 24
Plan Buttons



Report Buttons:



- The “**Handbook**” (📖) feature allows you to display the UOEEE Program Assessment Handbook section of a particular plan element within a side panel on the plan edit page. This increases ease of use when preparing program assessment plans. This feature is found on the plan edit page.
- The “**Evidence**” feature is an optional ability to upload materials used for assessment and evaluation within a particular program. Programs may want to use this feature to keep all assessment materials in a single location or for programs to reference surveys and rubrics used within an academic year for APR. Uploaded materials need to be combined into a single PDF or .zip file per evidence type (i.e., Rubrics, Sample Data, Artifacts, etc.). This feature is found in the report edits page.



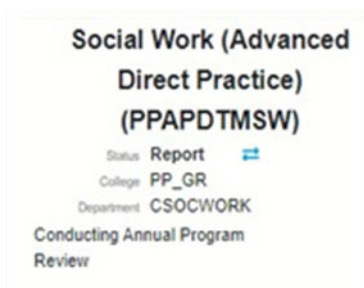

- The “**Program Archive**” feature allows programs to access aggregated program entered data from the past six years as well as past UOEEE feedback including rubric ratings and comments. The aggregated data is particularly helpful for those in APR or wanting to review the long-term progress towards their PLOs. Programs can access this data by clicking the  button located on the top right of the report edit page to bring up past data within the page itself. The summary page can be downloaded by clicking the  button also located in the top right of the page. Programs can also access reports and evaluation data from specific years by clicking the radio buttons with the corresponding academic year of interest. Programs can also access this data using through the program archives. Steps to accessing the program archives is described in the following section.

Figure 25
Report Update Button on the Plan Edit Page




Delegates will now have the ability to update the contents of the annual report to match the current assessment plan by clicking the  button located under the program’s name on both the plan and report edit page (see Figure 25). Please note that delegates will only be able to do this for programs who’s plans have already been given delegate approval within that cycle.

For more information on how to navigate to and use these features, please see the [Assessment Portal Walk Through video](#) on UOEEE’s *Canvas* site.



Program Archives

Programs can access past reports, aggregated data, as well as past UOEEE feedback including rubric ratings and comments by clicking the **Program Archives** button within the “UOEEE Review and Archives” tile. Clicking this button will open the program table with all the programs a user has access to. This table is similar in functionality and looks like the plan and report tables. Some additional functions that the program archives table has is the ability to download past program reports from specific years as well as a summary of all the previously collected data directly from the table (see Figure 26).

Clicking the  icon will bring up the archived data for the corresponding program. The data aggregation summary table will appear first and is particularly helpful for those in APR or wanting to review the long-term progress of their program towards their PLOs. It provides information on how often outcomes were met as well as the percentage of students that met the performance criterion for each individual measure within each year as well as accumulatively. Reports from specific years can be viewed by clicking the corresponding radio buttons. A [video walkthrough](#) on navigating to and through the program archives can be found on UOEEE’s *Canvas* site.

UOEEE Survey Data

One relatively lesser known aspect of the UOEEE website is the availability of UOEEE collected survey data. UOEEE's Surveys and Systems team is tasked with designing and conducting original survey research for administrative planning, decision making, policy development, accreditation, and official reporting. This directive has led to the creation and implementation of various annual surveys that sample multiple populations (e.g., incoming freshmen, transfer students, graduating undergraduate students, and graduating graduate students among others) whose results are regularly provided to ABOR, HLC, and the Arizona State Legislature among other organizations.

These survey results are also available internally to all ASU programs (making it an excellent source of indirect data for program assessment) and can be disaggregated at the college, department, and program levels. Users with access to the portal can learn more about the different surveys available and access their results by visiting the [survey reporting page](#) on the UOEEE website. Programs can view the survey directly from the Qualtrics survey site from the user's perspective or a pdf version of the survey by clicking the  button or  button respectively. Users without access to the portal can reach out to their assessment delegate to request access or email assessment@asu.edu with the following information: first name, last name, user email, ASURite ID, and the college, department, or specific academic program you need access to.

To view the data related to a specific college, department, or program, users can create a custom report by selecting "Custom Report" from the dropdown menu in the upper left corner of the survey reporting page under the "UOEEE Reporting" tile (see Figure 28). From there, users will need to identify the specific survey questions they would like data on by first selecting the survey(s) that contain the

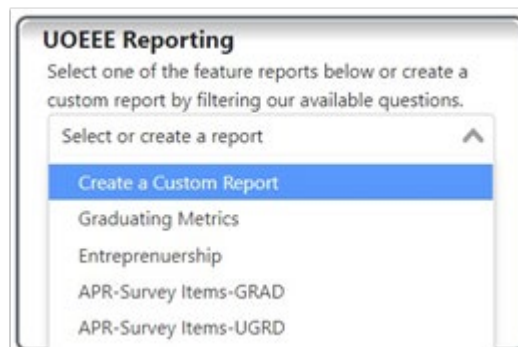


Figure 28

Creating a Custom Report on UOEEE Survey Reporting Site

Figure 29
Example of Custom Report Inputs

UOEEE Reporting
 Select one of the feature reports below or create a custom report by filtering our available questions.




Create a Custom Report [X] v

Customize a Report
 Choose from our surveys and themes to get a selection of questions for your report. Only questions associated with a selected survey or theme will be available.

Run Report

Graduating Student Report Card [X] v
 Graduate and Law Student Report Card [X] v


[GSRC] Overall undergraduate experience [X] [GSRC] ASU's contribution to-Acquiring job or work-related knowledge and skills [X] v
 [GLSRC] Overall graduate experience [X] [GLSRC] Rating of preparation for a job in field [X] v

question(s; users can include questions from multiple surveys and questions within a single report) in the “Surveys” drop down box, followed by the specific question(s) in the “Select a questions...” box (see Figure 29) and then clicking the “Run Report” button in the middle of the tile to bring up the requested data. Once the data and charts have been generated for the requested items, users can further refine the sample by identifying a specific college, department, and academic program to limit the data to using the corresponding drop-down boxes (see Figure 30). Please note, users must first identify the college, then the department, and then the program in that order. Once the user has satisfactorily narrowed down the data to their desired population, they can download the data in a word doc using the  icon, in an excel spread sheet using the  icon, or download both simultaneously using the  icon.

Similar to the data found in the [program archives](#) section of the portal, data is separated by academic year (i.e., 1920 = academic year 2019-2020) as well as aggregated across the displayed years in the “Overall” column. Please note that data is not displayed if the chosen sample results in an $n < 4$.



Figure 30
Inputs for Refining Survey Data to Specific Academic Programs

Survey Reporting	Custom Report	Download 
BA-W.P. Carey School of Business [X] v	Campus	
CMARKET [X] v	Gender	
[BAMKDIMCBS] Marketing (Digital and Integrated Marketing Communications) [X] v	Minority Status	

Resource Links

ASU Assessment Links

UOEEE Home Page: <https://uoeee.asu.edu/>

UOEEE Assessment Portal: <https://uoeee.asu.edu/assessment-portal>

UOEEE Assessment Handbook:
<https://uoeee.asu.edu/sites/default/files/docs/UOEEEPHandbook.pdf>

UOEEE Survey Reporting Portal: <https://uoeee.asu.edu/survey-reporting>

ASU Academic Program Review Portal: <https://provost.asu.edu/academic-program-review>

References:

AAC&U VALUE Rubrics: <https://www.aacu.org/value-rubrics>

UC Berkeley: <https://teaching.berkeley.edu/resources/improve/evaluate-course-levellearning/rubrics>

Carnegie Mellon University:

<https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html> Higher

Learning Commission: Guiding Values

<https://www.hlcommission.org/Publications/guiding-values.html>

Assessment References from ASU Library Resources:-

- [Assessment in arts education](#) / Philip Taylor ISBN: 9780325007953
- [Assessment in Mathematics Education: Large-Scale Assessment and Classroom Assessment](#) (online text)
- [Research Assessment in the Humanities: Towards Criteria and Procedures](#) / Hans - Dieter Daniel; Sven E. Hug; Michael Ochsner. [Springer 2016](#) (online text)
- [Assessment in the Science Curriculum](#) / Marlow. Ediger. S.I. : Distributed by ERIC Clearinghouse 2001
- [Assessment in social work practice](#) Carol H. Meyer 1924-New York: Columbia University Press c1993
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- [Assessment in Student Affairs, Second Edition](#) John H. Schuh, J. Patrick Biddix, Laura A. Dean, and Jillian Kinzie (online text)
- [Outcomes assessment for law schools](#) / Gregory S. Munro (Gregory Scott), 1948- Gonzaga University. School of Law. Institute for Law School Teaching. Spokane, Wash. : Institute for Law School Teaching, Gonzaga University School of Law c2000
- [Assessment in higher education: politics, pedagogy, and portfolios](#) Patrick L. Courts, Kathleen H McInerney: Westport, Conn. : Praeger 1993

- [Assessment in Mathematics Education: Large-Scale Assessment and Classroom Assessment](#) Suurtamm, Christine; Thompson, Denisse R.; Kim, Rae Young; Moreno, Leonora Diaz; Sayac, Nathalie; Schukajlow, Stanislaw; Silver, Edward; Ufer, Stefan; Vos, Pauline: Springer International Publishing, Cham 2016 (online t
- [Approach to Learning and Assessment in Physics](#) Leslie. Dickie John Abbott Coll., Sainte Anne de Bellevue (Quebec): S.I. : Distributed by ERIC Clearinghouse 1994
- [Marking and assessment in English](#) Pauline. Chater: London; New York: Methuen 1984
- [A measure of success: from assignment to assessment in English language arts](#) Mary Frances. Clagget: Portsmouth, NH: Boynton/Cook Publishers c1996
- [Measuring up: educational assessment challenges and practices for psychology](#) Dana Dunn; Chandra Mehrotra; Jane S Halonen: Washington, DC: American Psychological Association c2004 (online text)
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- [Assessment in Mass Communication](#) Susan Tyler. Eastman: S.I. : Distributed by ERIC Clearinghouse 1993
- [Handbook of measurement and assessment in behavioral sciences](#) Dean K. Whitla: Reading, Mass., Addison-Wesley Pub. Co. 1968
- [Assessment in arts education: a necessary discipline or a loss of happiness?](#) Malcolm Ross 1932- 1st ed. Oxford; New York: Pergamon 1986
- [Media education assessment handbook](#) William G Christ Mahwah, N.J. : L. Erlbaum 1997
- [The problem of assessment in art and design](#) Trevor Rayment Bristol: Intellect 2007
- [Student Assessment in Architecture Schools](#) Sarah M. Dinham: S.I. : Distributed by ERIC Clearinghouse 1988
- [Assessment in Management, Nursing, and Teaching at Alverno College](#) Georgine. Loacker: S.I. : Distributed by ERIC Clearinghouse 1986
- [Assessment in business education](#) Jim D Rucker; Ramona J Schoenrock; National Business Education Association: Reston, Va. : National Business Education Association 2000
- [Assessment in education](#) D. G. Lewis: New York, Wiley c1975
- [Assessment in the History Curriculum](#) Marlow. Ediger : S.I. : Distributed by ERIC Clearinghouse 2000
- [Assessment Clear and simple: a practical guide for institutions, departments, and general education](#) Barbara Walvoord: 1st ed. San Francisco: Jossey-Bass c2004
- [Assessing student learning: a common sense guide](#): Linda A. Suskie 2nd ed. San Francisco: Jossey-Bass c2009

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- Down and In Assessment Practices at the Program Level (2011) NILOA
<https://www.learningoutcomesassessment.org/documents/NILOAsurveyreport2011.pdf>

Other sources:

- Assessment of student learning in business schools: best practices each step of the way / Kathryn Denise Martell; Thomas G Calder