



Guide to Assessment at Greenville University

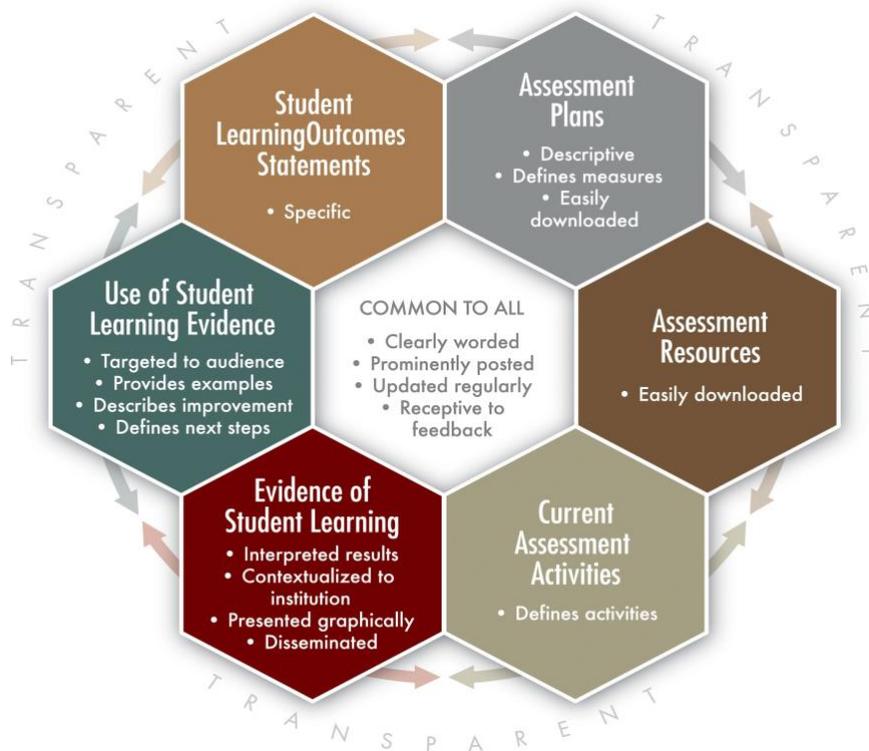
Eric Watterson, Dean of Assessment and Institutional Research

Assessment as a Process of Improvement

The process of assessment at Greenville University is facilitative—it promotes a continuous process improvement through review, revision, and the implementation of best practices within academic departments and other facets of campus operation. Assessment is the systematic process of collecting and analyzing data for the purpose of improving learning. As a “community of learners” this process touches the lives of persons in all segments of institutional operations. Assessment is not the evaluation of individual programs, individual faculty, staff, or students. It is a process that provides information as to how well programs within the University carry out their purposes. Faculty, administrators, staff, and students participate in this process of ongoing improvement in how the University serves the public at large.

The assessment process is viewed as form of scholarship, a way of inquiring as to whether the programs of the University are actually producing the desired outcomes and goals. The content of each assessment plan is unique to each program and department but the process within each area involves similar steps in a cycle of measurement, analysis and reporting, developing improvements, implementing improvements, and evaluating to see if the desired change has taken place. Greenville University adopted the NILOA Transparency Framework in 2014 to assist our efforts of collecting and communicating evidence of our process of institutional improvement and transformation. Our website displays this model with links to the content in each component.

http://www.greenville.edu/about/institutional_assessment/index.html



National Institute for Learning Outcomes Assessment. (2011). *Transparency Framework*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from: <http://www.learningoutcomesassessment.org/TransparencyFramework.htm>

Instructions for Developing an Operational Plan for Program Assessment

The operational plan guides the selection and creation of student-focused assessment activities across the curriculum in order to improve our educational programs. This plan, in coordination with institutional assessment policies, should provide guidance to department and program faculty for selecting appropriate course-based assessment activities that align with learning outcomes.

The operational plan will be both an internal document that guides each program's assessment activities and general program operations, and an external document that informs stakeholders and evaluators how Greenville University defines, measures, and documents students' achievement of learning objectives. This assessment plan for each program will be centered with the idea that it will operate for three to five years, and then be reevaluated based upon the data generated by the plan.

Overall, the operational plan should be centered on:

- A. outcomes to be achieved
- B. performance levels to be attained related to those outcomes
- C. methods for analyzing the performance results
- D. describing how the results will be used for improvement

The following is an outline of what a completed Academic Program Operational Plan should look like:

- A. Introduction
- B. Program Connections to GU as a Whole
- C. Curriculum Map
- D. Learning Objective Alignment Chart

To see the full template for an operational plan for program assessment, see Appendix G.

Section A – Introduction

Step 1: Introductory paragraph

In this step, the program is introduced using language for a general audience. This is the type of promotional piece that marketing and admissions would be able to use. Overall goals and expectations for students should be included.

Step 2: Mission Statement

Each academic program at Greenville University should have a well-defined mission statement that serves as the foundation for the program's assessment plan. The mission statement should clearly articulate to faculty, staff, students, and other stakeholders what the program is trying to accomplish. Mission statements should be revisited over time as the curriculum and program directives change. A mission statement is a concise statement about the values and purposes of an academic program.

A strong mission statement:

- Serves as a foundation for the program’s goals and objectives
- Aligns with the mission of the university and the program’s respective academic college
- Is program-specific
- Is created by and represents the vision of program faculty

An academic program mission statement should include:

- Program name and degree
- Purpose of the program
- Primary functions or activities of the program
- Program stakeholders

The order in which mission statement components are presented can vary, but one example of a mission statement structure is “The mission of [name your program] is to [your primary purpose] by providing [your primary functions or activities] to [your stakeholders].” This can then be clarified with additional statements.

Step 3: Programmatic Faith Integration

The final step to this section should be a narrative of the program’s integration of faith into the program’s curriculum. This discusses how Greenville University different from ‘secular’ programs.

Section B – Program Connections to Greenville University as a Whole

Step 1: Identify program learning objectives

Objectives are specific statements with an action verb and content reference. These specific classroom-based and other learning activities are intended to help you reach your program learning goals. They must be measurable and have a short- to medium-term time frame during which they should be demonstrated. Determine the activities, then determine where to locate them in the curriculum (see Section 3).

The three main types of objectives in use at Greenville are **knowledge**, **skill**, and **value**.

- When writing **knowledge objectives**, you are trying to define the main concepts (e.g., theoretical principles; discipline knowledge; etc.) that students must know when they graduate.
- When writing **skill objectives**, you are trying to describe the larger skills (e.g., problem solving; analysis; etc.) that students have gained by the time they graduate.
- Finally, **value objectives** usually describe beliefs about the nature of a field of study or subject matter, perceptions about interdisciplinary connections, ethics, or expression of one’s Christian faith.

Levels of Objectives

Objectives can also reflect different levels of learning

- **Mastery Objectives** reflect minimum competencies within the discipline – those skills that must be mastered by the student before moving on to the next level of instruction. Mastery objectives tend to be very specific and limited in scope and, therefore, can often be articulated with great specificity (Palomba, et. al., 1999).
 - *For example, All Accounting majors should be able to: Balance a financial statement, Prepare an Excel spreadsheet, Track accounts receivable.*

- **Developmental Objectives** reflect more complex (or higher order) learning outcomes – those learning tasks on which students can be expected to demonstrate varying degrees of progress. Note that these developmental objectives are often written in a two-stage process in which the general objective is stated along with a sample of specific learning outcomes.
 - *For example, Accounting students are expected to understand Generally Accepted Accounting Practices (GAAP): Explain GAAP in layman’s terms, Discuss differences between accepted and non-accepted practices, Give examples of when to use and reference GAAP.*

In this case, the objective for the student is to understand GAAP. While some students may demonstrate each of the learning outcomes associated with this objective, some may only demonstrate two, and some only one.

A list of sample action verbs based on Bloom’s taxonomy of learning may be found in the Appendix A.

Step 2: Program’s Fulfillment of the SLOs

A brief explanation of how the program helps students to fulfill the SLOs and overall mission statement of Greenville University.

For example, “by pursuing this program, we are enabling the students to fulfill the SLOs by…”

Step 3: Program’s Connections to Greenville University as a Whole

Describes how the program interacts with the general education curriculum. Specifically, how the curriculum draws upon the learning that occurs in general education so that the program’s graduates can give evidence of being transformed for lives of character and service.

Section C – Curriculum Map

Step 1. Identify program learning goals

“Learning is easier when learners understand what goal they are trying to achieve, the purpose of achieving the goal, and the specific attributes of success.” Chappuis, S., & Stiggins, R. (2002).

Goals are general statements about what you hope your students will gain from your program or major. They serve as the purpose toward which specific classroom and other activities are directed and do not necessarily need to be measurable, per se. Program learning goals are generally accomplished during a longer-term time frame.

- What would a successful graduate of the program look like today and in the future?
- What are the major academic goals students should achieve upon completion of the program?
- What would a successful student know and be able to do by the end of the program?

Each program should develop approximately 3 to 5 learning goals. Departments with multiple programs or majors will need to develop learning goals that characterize the uniqueness of each program.

Step 2: Create a Curriculum Map

Once a program has clearly stated learning outcomes, each course in the curriculum should be linked to at least one program objective. Some courses will be associated with more than one objective. Create a Curriculum Map to display how program objectives are staged across the curriculum. Program objectives need at least 3 touch points in the curriculum, e.g. introduced, developed, and mastered.

- Use the Curriculum Map Worksheet to display these linkages. Examine the worksheet for gaps. Objectives that are not linked may need to be re-examined for relevance. Objectives that are over-used may need to be re-examined and divided into smaller, more specific objectives. See Appendix B.

Section D – Learning Objective Alignment Chart

Step 1: Create a Learning Objective Alignment Chart

Program faculty and staff should make decisions together about what courses will provide evidence to determine how well students are meeting learning goals and program objectives. The courses selected for the Learning Objective Alignment Chart need to be the courses that every student in the program will take, and there needs to be some logical sequence in which students take these courses.

The Learning Objective Alignment chart is not exclusively for course-based assignments. There are key assessment opportunities that may not be given inside of a course. If the program includes a capstone course, use it as one of the courses/learning experiences to select a sample of student work for assessment. Additional examples may include, standardized tests at the end of senior year or a series of courses, or alumni surveys, entrance rates into grad school, job placement, etc. Many things can be considered a "learning activity" for assessment. Good assessment includes a mix of direct and indirect evidence. See Appendix C.

Direct Evidence - Clear and Compelling Evidence of What Students Are Learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/ certification exams or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric

- Portfolios of student work
- Score gains between pre- and post-tests (published or local) or writing samples
- Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the program

Indirect Evidence - Evidence that Students Are “Probably” Learning, But Exactly What or How Much is Less Clear

- Course grades* (see note on Grades, below)
- Assignment grades, if not accompanied by a rubric or scoring guide
- Admission rates into graduate programs and graduation rates
- Placement rates of graduates into appropriate career positions and starting salaries
- Student ratings of their knowledge, skills and reflections on what they have learned in the program
- Student/alumni satisfaction with learning, collected through surveys, exit interviews, or focus groups
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

***Grades & Program Assessment**

a. Why are course grades insufficient for Program Assessment?

- Course grades reflect what students have achieved in a single course
- Grades are a composite of a student’s achievement of course outcomes
- Grades reflect the evaluation practices, policies, and criteria of individual instructors
- Faculty teaching the same course may teach different material
- Faculty teaching the same course may emphasize different course objectives

b. What grades might be useable for Program Assessment?

- Grades on a single item or series of items from an exam or quiz directly linked to a program objective and that all students answer
- Grades on an assignment directly linked to a program goal and completed by all students
- Grades based on the same grading standards and criteria across all faculty and course offerings (with confirmed inter-rater reliability)
- Grades supported by or verified using other evidence
- Grades that reflect the consensus of multiple faculty

*Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco: Jossey-Bass

Step 2: Description of Assessment Processes

The Learning Objective Alignment Chart should include the measures to indicate that students are meeting the learning objectives. Good assessment strategies will include both Formative (Introductory, Developing) and Summative (Mastery) assessment. To help our students achieve our program’s learning objectives (Summative), pay close attention to the early learning that students build upon along the way (Formative).

Specific metrics to be evaluated, as well as benchmark levels of performance to be achieved, should be expressly identified within the operational plan. The performance results should be reviewed, analyzed,

and shared with stakeholders. Key points for improvement based on these results should also be identified and improvement actions should be recommended. Those actions can then be reviewed, approved, and implemented. This continuous improvement cycle can then be repeated over time creating a history of continuous improvement.

The evidence gathered (data) will be used to improve course offerings in terms of content, delivery strategies, learning experiences provided, assignments, and learning outcomes. The evidence collected from individual courses or a group of courses in a major will be shared with program and department faculty to make course improvements as they offer the courses in subsequent semesters. In addition, data can also be used mid-semester to make changes and/or improvements to course offerings. As indicated earlier, the goal of this effort is to enhance the curriculum to improve student learning.

Step 3: Assessment Timetable

The missing link in most assessment planning is a description of how the resulting evidence will be used for improvement, who will use the evidence, and when the improvements will be implemented. This is typically done in the End-of-Year Report (See Appendix D) and End-of-Semester Report (See Appendix E). Also, this step is including a written explanation of your timetable for conducting assessment, analyzing data, and making decisions about improving your curriculum. Specify when the data/evidence will be analyzed, by whom, and who will compile the findings. This includes your use of FCAR data (See Appendix F), course evaluation data, alumni survey data, senior survey data, standardized test scores, etc., along with faculty discussions of the various information sources and others that occur at the conclusion of every academic term. All of these information sources and others that you may utilize in your program, need to be described and discussed in terms of how the results reveal that students are achieving the program goals and objectives. Based on that discussion, the faculty begin to make decisions regarding how to improve student learning the next time the courses are taught. For example, the simplest approach to describing this timetable might be, “At the end of every semester, the faculty convene a two-hour meeting in which all of the outcome data from the program’s courses are discussed and decisions are made on how to make improvements. Similarly, at the end of an academic year, the faculty meet to discuss the entire year and establish the time and place of needed curriculum modifications so that subsequent year measurements will reflect improvements”.

Appendix A: Sample Action Verbs

Sample action verbs for each type of learning objective. Adapted from Blooms Taxonomy.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
(Remember)	(Understand)	(Apply)	(Analyze)	(Evaluate)	(Create)
Count	Associate	Add	Analyze	Arrange	Appraise
Define	Classify	Apply	Application	Assemble	Arbitrate
Describe	Compute	Calculate	Appraise	Categorize	Argue
Draw	Contrast	Change	Breakdown	Collect	Assess
Label	Convert	Choose	Calculate	Combine	Attach
List	Defend	Classify	Categorize	Compile	Award
Match	Describe	Complete	Combine	Compose	Choose
Name	Differentiate	Compute	Compare	Construct	Compare
Outline	Discuss	Demonstrate	Connect	Create	Conclude
Point	Distinguish	Discover	Contrast	Design	Contrast
Quote	Estimate	Divide	Criticize	Develop	Convince
Read	Explain	Employ	Design	Devise	Core
Recall	Extend	Examine	Detect	Drive	Criticize
Recite	Extrapolate	Experiment	Diagram	Explain	Critique
Recognize	Generalize	Graph	Differentiate	Formulate	Decide
Record	Give examples	Interpolate	Discriminate	Generalize	Defend
Repeat	Infer	Manipulate	Distinguish	Generate	Determine
Reproduce	Identify	Modify	Examine	Group	Discriminate
Select	Indicate	Operate	Experiment	Integrate	Evaluate
State	Interpret	Perform	Explain	Invent	Explain
Write	Locate	Practice	Infer	Formulate	Grade
Memorize	Paraphrase	Prepare	Outline	Manage	Interpret
Arrange	Predict	Produce	Point out	Modify	Judge
Duplicate	Report	Relate	Question	Order	Justify
Order	Restate	Research	Relate	Organize	Measure
Relate	Review	Organize	Select	Plan	Predict
Tabulate	Rewrite	Schedule	Separate	Prepare	Prioritize
	Translate	Service	Subdivide	Prescribe	Rank
		Show	Test	Propose	Rate
		Sketch	Utilize	Rearrange	Recommend
		Solve		Reconstruct	Referee
		Subtract		Relate	Reject
		Translate		Reorganize	Select
		Troubleshoot		Revise	Summarize
		Use		Rewrite	Support
		Utilize		Setup	Test
		Write		Specify	Value
				Substitute	
				Summarize	
				Transform	

Appendix B: Curriculum Map

Here is a sample of a curriculum map. Please follow these steps as you complete the map.

1. List program learning objectives in the right column.
2. List required/core program courses and other learning opportunities (e.g. senior research, recitals, etc.) across the top.
3. Review syllabi to determine the alignment between course content (assignments), course objectives, and program learning objectives.
4. Make a judgment regarding the level at which objectives are addressed in each course and learning opportunity (e.g., Introduced, Developed, Mastered)

Program Learning Objectives	Required Courses / Learning Opportunities					Elective Courses/Learning Opportunities														
	101	202	210	485	Other	212	302	304	305	310	315	360	365	370	399	405	410	412	490	Other
1	I					D		D		D	M							M		
2	I	D	D					M												
3	I			M				D		D	M									
4	I	I	D	M				M										M		
5	I			M				D		D	D							M		
Key: I = Introduced D = Developed M = Mastered																				

Appendix C: Learning Objective Alignment Chart

On the following page, there is a sample of a Learning Objective Alignment Chart. Please follow these steps as you complete the chart.

1. The PO column is the starting column. List your program objectives in order and then work to the right. Come back later to connect your SLOs, but don't worry that the SLO's aren't in order.
2. Identify, at minimum, one course for each level (I, D, M) of each PO. Do not attempt to put every course in this chart. The courses selected for this chart need to be the courses that every student in your program will take, and there needs to be some logical sequence in which students take these courses.
3. List the learning activity that will assess the objective. Note that this chart is not exclusively for course-based assignments. There are key learning and assessment opportunities that may not be contained in a course (e.g. standardized tests for seniors, alumni surveys, entrances rates into grad school, job placement, etc). Many things can be considered a 'learning activity' for assessment.
4. List the benchmark score (or assessment threshold) that a student must receive on the learning activity in order to achieve the objective.
5. Describe the assessment method used to measure the objective.

Program Name :
 Psychology

Completed By:
 Eric Watterson

Date:
 3/29/19

Start here

SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
Year One							
SLO 2	1	I	Fall/Spring	101	Exam scores	>70%	Sum of exam scores
		D	Fall	202	Exams; Essay Questions; SPSS	>70%	Sum of exams; Rubrics
		D	Spring	210	Research Project	>75%	Rubric
		M	Fall	350	Research Paper	>75%	Rubric
Year Two							
SLO 2	2	I	Fall/Spring	101	Exam scores	>70%	Sum of exam scores
		D	Fall/Spring	varies	varies	>70%	varies
		M	Fall	350	Research Paper	>75%	Rubric
		M	Spring	485	Major Field Test	>75%	Test Score
Year Three							
SLO 3, 4	3	I	Fall/Spring	101	Essays	>70%	Rubric
		D	Fall	202	SPSS project	>70%	Rubric
		D	Spring	210	Research Presentation	>70%	Rubric
		M	Spring	485	Workshop Presentation	>75%	Rubric
Year Four							
SLO 1, 5, 6	4	I	Fall/Spring	101	Service Learning Lab	>70%	Rubric
		D	Fall/Spring	varies	varies	>70%	varies
		M	Spring	485	Workshop Presentation	>75%	Rubric
Annual Indirect Assessment Methods							
	All		Spring/Summer		Alumni Survey		

Appendix D: End-of-Year Assessment Report

Instructions for Department Chairs and Program Coordinators:

At the end of each academic year, complete this worksheet and send it to the appropriate year dropbox in D2L. Keep a copy for your own records.

Developing the year end summary report:

1. Begin with reviewing what you have discussed in Departmental and/or Program meetings or conversations with your department/program faculty.
 - a. What discoveries did you make from your course evaluation feedback, or from comments/complaints made by students that caused you to make changes in how you delivered or sequenced content in a course?
 - b. Were there innovations in your field that inspired you to re-organize content within a course in order to include the new information?
 - c. Did you develop a new way of testing student understanding of an area of content? How did they respond?
 - d. Any of these types of responses to student's needs and their actual performance could be a beginning point for your report.

2. Outline what you changed in curriculum design, testing strategies, generating discussion, developing peer review techniques, or whatever adaptation you made to improve student learning.

3. Report on what you learned from the experience. If you have new student outcome data, summarize it. If you are in the process of gathering these data, indicate the timeframe in which it will be accomplished.

4. Describe where you will go from here. . .what are the implications of what you have learned in terms of future changes in curriculum and/or course sequencing? Describe how your program will address issues in terms of making improvements?

End of Year Assessment Report for Programs

Program:	Semester/year:
Contact Person:	Submission date:

Program Mission Statement

Write out your program's mission statement here.

Program Objectives

[List all of your program's objectives.]
 At the close of their degree, students should be able to:

- 1.
- 2.
- 3.

[add more as needed]

Assessment Methods and Benchmarks – SPRING SEMESTER

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. Inquiry	PSYC202 CO5 SPSS Project Total	PSYC304 CO2 Research Paper	PSYC410 CO2 Research Paper
	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$
	Evidence: 71% completion	Evidence: 82% completion	Evidence: 78% completion
PO2. Knowledge	PSYC101 CO1 Quizzes/Exams	PSYC310 CO2 Biblical Application Paper	PSYC350 CO2 Contributor Reports
	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$
	Evidence: 65% completion	Evidence: 93% completion	Evidence: 86% completion
PO3. Communication	<i>Not taught this semester</i>	PSYC332 CO3 Group Research Presentation	<i>Not taught this semester</i>
	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$
	Evidence: N/A	Evidence: 95% completion	Evidence: N/A
PO4. Service	PSYC101 CO4 Service Learning Lab	<i>Not taught this semester</i>	<i>Not taught this semester</i>
	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$
	Evidence: 89% completion	Evidence: N/A	Evidence: N/A



Analysis of Assessment Findings – SPRING SEMESTER

Discuss the significance of the findings of the current semester in light of the desired results, findings from previous semesters/years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:

- (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?
- (2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?
- (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

- (A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings.
- (B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status?
- (C) For each intended improvement or change in the program stemming from this semester's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

Recall the Program Assessment Action Plan from the Fall semester. Now that you have two semesters of following this data collection and reporting format, reflect on your assessment strategy: How well does the data support your learning objectives? Do your procedures for gathering and reviewing information need to be modified? What was done as a response to assessment data in the past? How did it go? Did you make the intended changes from your program's Fall Action Plan, and are you on track with your timeline?

Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]

Appendix E: End-of-Semester Assessment Report

End of Semester Assessment Report for Programs

Program:	Semester/year:
Contact Person:	Submission date:

Program Objectives

[According to your operational plan, list out the objectives that you are assessing this academic year]

- 1.
 - 2.
 - 3.
- [add more as needed.]

Assessment Methods and Benchmarks

For the program objectives that you are assessing this year, fill in the chart with the information from your operational plan. For example, in the chart below two project objectives are selected and there is one course and one assignment identified for I, D, and M. Refer back to your Operational Plan to determine the courses, assignments, and benchmarks that you have already chosen. In any given semester, you may not have assignments at all three levels for every program objective; some assessments occur in the fall, some occur in the spring, according to your operational plan.

Year One						
Program Objective	Level of Mastery	Term	Course Number	Learning Activity	Benchmark	Assessment Method
PO1. Inquiry	I	Fall	PSYC101	Exams	>70%	Sum of Exam Scores
	D	Fall	PSYC202	Exams	>=70%	Sum of Exam Scores
	M	Fall	PSYC350	Research Paper	>=75%	Rubric

[Add more as needed]

Analysis of Assessment Findings

Discuss the significance of the findings of the current semester in light of the desired results. What did you learn from the assessment? In particular:

- (1) What strengths and weaknesses do the findings reveal about the program?
- (2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?
- (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are

recent changes and improvements in the program that resulted from previous assessment effort.

Sharing and Discussion of Assessment Findings

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

Use of Assessment Findings for Program Improvement (Action Plan)

(A) Describe any planned changes in (1) the courses and assignments used in this portion of the assessment of the plan (2) the program curriculum and/or (3) the assessment process in response to these assessment findings.

(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status?

(C) For each intended improvement or change in the program stemming from this semester's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

Supporting Documents

[Attach supporting documents (e.g. FCARs, rubrics, etc.). Submit these supporting documents into the D2L dropbox along with the End of Semester Program Assessment Report.]

Appendix F: Faculty Course Assessment Report (FCAR)

Faculty Course Assessment Report (FCAR)

Course: Include course prefix and title	Number of Credits:
Instructor:	Semester/Year:

Course Description

Copy and paste the description of your course from the [my.greenville website course listing](#) here.

Final Grade Distribution

Refer to the [Creating a Course Grade Distribution Report](#) for instructions on how to do this in D2L. Report your data on the distribution of Final Calculated Grades here. You will need to look at individual student grades to determine grades among majors, if you choose to use major students as a separate category. Example below (it is strongly recommended to include a breakdown of other categories, such as race, athletes vs. nonathletes, education majors if it is a content area course, etc.):

	A	B	C	D	F	W	Total
Entire Class	17	6	5	0	3	0	31
Major Students Only	12	4	1	0	0	0	17

Modifications Made to the Course

List any changes you made to the course, including teaching method, assignment modifications, etc. based upon previous assessment data and discussion with program faculty. Describe your purpose in making those modifications.

Course Objectives Assessment

List out each course objective and the student achievement results. Refer to the [Creating a Course Objective Achievement Report](#). Provide a brief narrative of the results gained from Step 9 of the report creation document. Example below:

Program Objective Number	Course Objective	Assignment & benchmark	Percent and number of students that met benchmark for objective	Percent and number of students that did not meet benchmark for objective
1	1. Describe basic concepts of descriptive and inferential statistics related to samples and populations.	Homeworks 5-8 and Exam 2 Benchmark: 75%	24 students (77%)	7 students (23%)
1	2. Compute descriptive statistics and display the data in appropriate graphs and tables.	Homeworks 1-4 and Exam 1 Benchmark: 75%	28 students (90%)	3 students (10%)
1	3. Compute basic parametric and non-parametric inferential statistical tests, and interpret the results appropriately.	Exams 3 and 4 Benchmark: 75%	18 students (58%)	13 students (42%)
1	4. Identify and explain the appropriate statistical technique for a given set of data and research hypotheses.	Homeworks 9-15 Benchmark: 75%	28 students (90%)	3 students (10%)
1	5. Apply descriptive and inferential procedures of analysis to a given data set using SPSS software.	SPSS project Benchmark: 75%	22 students (71%)	9 students (29%)

Student Feedback

Provide a synopsis of the course evaluation student feedback as it relates to the course. Be sure to include both the positive and negative feedback received by students. Sharing this information increases the likelihood that these comments will find their way into an action plan for improving the content, the organization, and the assessment of the course.

Reflection

Reflect on how the course met or did not meet your goals and objectives. How effective were the changes made to the course? Provide any other thoughts about how the course went and overall impressions. Document any extenuating circumstances that might have influenced student performance or items that fall outside the scope of the current set of course objectives. Also document your observations or other relevant concerns that have not been quantified in assignments and course data.

Proposed Actions for Course Improvement

“Close the loop” here. What might the grade distribution and results of your objectives suggest for the course? What changes should be made to the course for next time? Changes could include method of instruction, assignments, organization of course, assessment of the course, etc. If you are proposing improvements, create and document a timeline here.

Appendix G: Operational Plan template

Operational Plan for [Insert Program Name] Program

Section A

Program Coordinator: [Insert]

Date: [Month Year]

Associated Faculty: [Insert]

Full Time: [Insert]

Adjunct: [Insert]

Welcome to ___[Insert Program Name]__!

[Insert introductory paragraph – introduce your program. Use language for a general audience. Consider this the type of promotional piece that marketing and admissions would be able to use. Taking into consideration the program learning objectives, what overall goals and expectations do you have for your students?]

Program Mission Statement

[Insert program mission statement]

Programmatic Faith Integration

[Insert how do you integrate faith into your program? i.e. what makes GU different from “secular” programs?]

Section B

Program/Major Objectives: *Qualities and competencies expected in graduates from this program/major*
At the close of their degree, students should be able to:

1. [Insert PO 1]
2. [Insert PO 2]
3. [Insert PO 3]
4. [Continue as needed]

_[Insert Program Name's]__ Fulfillment of the SLOs

[Insert a brief explanation of how your program helps students to fulfill the SLOs and overall mission statement of GU. For example, “by pursuing this program, we are enabling the students to fulfill the mission of GU by.....and we help students fulfill our SLOs by ...”]

_[Insert Program Name's]__ Connections to Greenville University as a Whole

[Insert and describe how your program interacts with the general education curriculum. Specifically, how does your curriculum draw upon the learning that occurs in general education. How does your program develop the type of learning that has been started in general education, so that your graduates give evidence of being transformed for lives of character and service.]

Section C

[Fill out [Curriculum Map](#) and submit separately]. This will not be published on the website.

Section D

[Fill out [Learning Objective Alignment Chart](#) and submit separately]

Description of Assessment Processes

[Insert a description of what measures will you use to know that students are meeting your learning objectives? Good assessment strategies will include both Formative and Summative assessment. Our accreditors will be most concerned with Summative assessment. To help our students achieve our learning objectives (Summative), we also want to pay close attention to the early learning that students build upon along the way (Formative). This is why we categorize learning experiences as I and D (formative), and M (summative) on the learning objective alignment chart. To compliment the objective alignment chart, provide a written description of your assessment strategies to help students across the I, D, and M level for each program objective. Include an indication of how your chosen assessment methods actually indicate that students are learning. As you write about the assessment activities, be sure to indicate when they occur (i.e. at what points in the academic calendar, what semester, if they are inside of a course or not inside of a course, etc.)]

Assessment Timetable

[Also provide a written explanation of your timetable for conducting assessment, analyzing data, and making decisions about improving your curriculum. In this section, specify when the data/evidence will be analyzed, by whom, and who will compile the findings. This includes your use of FCAR data, course evaluation data, alumni survey data, senior survey data, standardized test scores, etc., along with faculty discussions of the various information sources and others that occur at the conclusion of every academic term. All of these information sources and others that you may utilize in your program, need to be described and discussed in terms of how the results reveal that students are achieving the program goals and objectives. Based on that discussion, the faculty begin to make decisions regarding how to improve student learning the

next time the courses are taught. For example, the simplest approach to describing this timetable might be, “At the end of every semester, the faculty convene a two-hour meeting in which all of the outcome data from the program’s courses are discussed and decisions are made on how to make improvements. Similarly, at the end of an academic year, the faculty meet to discuss the entire year and establish the time and place of needed curriculum modifications so that subsequent year measurements will reflect improvements”.]