



# ASSURING QUALITY SELF-ASSESSMENT SUMMARY

The Assessment of Assessment

Student Learning Outcomes Assessment Committee  
[assessment@wcu.edu](mailto:assessment@wcu.edu)

May 1, 2015

Student Learning Outcomes Assessment Committee (alphabetical order)

Carol Burton, *Associate Provost for Undergraduate Studies*  
Reneé Corbin, *Director of Assessment, College of Education and Allied Professions*  
Michael Despeaux, *Career Services*  
Martha Diede, *Coulter Faculty Commons*  
Chip Ferguson, *Kimmel School of Construction Management and Technology*  
Steve Ha, *College of Business*  
Ann Hallyburton, *Hunter Library*  
Jeff Hughes, *Director of University Center*  
Ian Jeffress, *College of Fine and Performing Arts*  
Tim Metz, *SACSCOC Liaison*  
Stephen Miller, *SACSCOC Reaffirmation Director*  
David Onder, *Director of Assessment*  
Adam Ray, *Student representative*  
Chesney Reich, *Writing and Learning Commons*  
Colin Townsend, *Honors College*  
Tracy Zontek, *College of Health and Human Sciences*  
Shawna Young, *Director of Assessment for Student Affairs*

## Executive Summary

Educators at Western Carolina University (WCU) have assessed student learning outcomes since 1987, but little evidence exists of assessment process review. In January 2014, the Office of the Provost and the Office of Institutional Planning and Effectiveness brought together educators and support personnel from across the institution to conduct a thorough evaluation of student learning outcome assessment processes via a Student Learning Outcomes Assessment Committee (SLOAC). This evaluation was conducted according to *Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment*, created in 2012 by the New Leadership Alliance for Student Learning and Accountability for “colleges and universities to identify their strengths and weaknesses with regard to assessing student learning” (p. 4).

The *Assuring Quality* tool guides “. . . conversation and self-examination leading to improvement” (*Assuring Quality*, 2012, p. 2) of the assessment process, including assessment practices in co-curricular units. This tool breaks down the assessment process into 29 criteria that address institutional assessment as well as academic program and co-curricular unit assessment. According to the New Leadership Alliance, “meeting all of the stated criteria demonstrates excellent student learning outcomes assessment practice” (p. 5). The criteria are progressive, moving from commitment to assessment and accountability, through articulation and documentation of outcomes and assessment plans, to gathering, using, and reporting on evidence in support of the assessment process.

This report summarizes the findings of a comprehensive review of assessment from the past year. These findings should guide future work in support of assessment efforts as well as inform and direct the academic programs, co-curricular units, and institution regarding assessment efforts. The report begins with an overview of major findings followed by findings organized by *Assuring Quality* section and criterion. A full list of findings can be found in the Appendix.

This report will be presented to WCU’s Executive Council, Faculty Senate, Staff Senate, Student Government Association, Provost Council, and other stakeholders, and will be distributed across the institution. This report will guide future efforts by SLOAC to develop a plan for implementing the outlined recommendations.

## Major Findings

The New Leadership Alliance for Student Learning and Accountability's 2012 publication *Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment* offers an evaluative process by which to measure outcomes assessment at an institution. Using the *Assuring Quality* tool, Western Carolina University's (WCU) Student Learning Outcomes Assessment Committee (SLOAC) compared eight sections of 29 assessment criteria using a 1-5 point scale rubric (with 5 being the highest rating) to evaluate WCU's current student learning outcomes assessment processes. The SLOAC committee represented faculty and staff from across the university who have had experience with unit or college assessment processes. SLOAC members discussed and rated each criteria using the 1-5 point scale based on the university evidence of the assessment criteria. Although a few of the criteria were rated highly, most were rated a 3 or lower.

With approximately 30 years since the first assessment activities, this review finds much support for WCU's commitment to assessment in regard to well-articulated institutional- and academic program-level student learning outcomes. While a number of co-curricular areas have conducted assessment for years in conjunction with WCU's 2007 Quality Enhancement Plan (QEP), the committee acknowledges this type of assessment has only recently been introduced in all co-curricular areas.

The committee found some documentation of assessment practices, but less evidence of the use of these data to improve student learning, and almost nothing regarding wide-spread reporting of assessment findings. The committee should focus its future efforts in these areas.

For the purpose of this review, the committee has defined "co-curricular" to include all units that work closely with students or that support instructors in their work with students. A primary recommendation of this report is that the institution clearly define how co-curricular units are expected to impact student learning and to collect evidence of that impact. This definition should align with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) classifications within its Comprehensive Standards' section 3.3.1:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services

## *Assuring Quality Section Summaries*

### *Section 1 – Demonstrating Commitment to Assessment and Accountability*

WCU has made significant advancements in establishing expectations for student learning outcomes assessment and for implementing processes to ensure that these expectations are met. However, the institution can strengthen its commitment to assessment by improving communication with internal and external audiences and by facilitating collaborations across programs and departments. Though some evidence exists that units have collaborated to assess student learning, a more intentional review of these collaborations may yield greater evidence of active practice.

### *Sections 2 - 4 – Articulating Student Learning Outcomes*

WCU developed and articulated five institutional student learning outcomes during the Quality Enhancement Planning process, a component of the University's most recent reaffirmation of SACSCOC accreditation. The institutional student learning outcomes developed within this process are now articulated in the 2020 Strategic Plan, Goal 1.2 (available online at [http://www.wcu.edu/WebFiles/PDFs/Strategic\\_Plan\\_2020.pdf](http://www.wcu.edu/WebFiles/PDFs/Strategic_Plan_2020.pdf)) and can be found online at <http://www.wcu.edu/about-wcu/institutional-learning-outcomes.asp>.

#### *Institution-wide*

In the University's next QEP process, the committee recommends that greater effort be made to include students and external stakeholders (alumni, employers, legislators, regional community members) in developing or modifying related student learning outcomes. In addition, communication about student learning outcomes (branding efforts, career fairs, etc.) throughout colleges, departments, and the institution should employ more consistent and explicit language to ensure a robust and shared understanding of what students are expected to know, do, and achieve upon graduation from WCU.

#### *Academic Program Level*

Because WCU has a long history of documenting outcomes assessment at the academic program level, these units have well-articulated expectations of what "students should be able to do, achieve, demonstrate, or know upon graduation" (*Assuring Quality*, Criterion 7). This evidence is especially robust at the undergraduate level, where the QEP Assessment Committee has encouraged clear communication of outcomes for the past 7 years.

To improve upon the work already being done, the committee recommends that academic programs work towards improving communication strategies to ensure that internal and external stakeholders clearly understand student learning outcome statements and that they are involved in the establishment of new outcomes. These processes should be clearly documented and reviewed in the assessment reporting and planning process. With sufficient support for these processes, academic programs could meet expectations for this criteria within three years.

#### *Co-curricular Program Level*

Co-curricular units began developing learning outcomes following WCU's most recent reaffirmation of SACSCOC accreditation. That work continues under WCU's Intentional Learning Initiative and the 2020 Strategic Plan. Beginning in 2015, all WCU units are required to conduct assessment; therefore, progress toward better articulation of student learning outcomes should continue.

Despite these gains, the committee recognizes that co-curricular units' assessment of student learning outcomes remains immature. The committee recommends continued efforts to support the development of student learning outcomes and assessment plans within these units. To strengthen assessment practices in the co-curricular areas, WCU must first define what a co-curricular unit is and how these units are expected to measure student learning. If the institution chooses to define co-curricular units as those that supplement or support the curriculum, additional consideration should be given to how collaborations between co-curricular units and academic programs can enhance the overall assessment process. Once definitions and expectations for co-curricular unit assessments have been clarified, these units should receive the same assessment support currently available to academic programs and should be included in broad, institution-wide assessment activities and discussions.

### Section 5 – Documenting Assessment Practices and Processes in a Formal Plan

WCU's current assessment plan is aligned with the University's strategic planning process and includes academic and co-curricular program-level assessments; however, the plan lacks a clear timeline for when and how each outcome is assessed. Additionally, the University does not have a strategy that includes internal and external stakeholders in conducting regular reviews and making revisions to the plan. While a WCU assessment committee has existed for several years, the committee has primarily supported units in developing their own assessment plans. Outcome review has occurred solely in conjunction with SACSCOC Fifth Year reporting.

To address these deficiencies, the assessment committee intends to regularly review the assessment plan and outcomes of that assessment. The implementation of Compliance Assist will support collection of outcomes assessment. The tool will include both student learning and operational outcomes and will illustrate where unit-level outcomes support institutional outcomes or strategic initiatives. The tool should be in full operation within two years.

### Section 6 – Gather Evidence of Student Learning Outcomes

Academic programs regularly report on evidence of student learning outcomes through annual assessment reports; however, these units do not always fully describe the methods of collection and evaluation. The committee recommends providing regular feedback on assessment plans to ensure higher quality, more useful assessment processes for all academic-program level units. As discussed earlier in this report, the committee also recommends providing additional support to co-curricular units to ensure adequate documentation of student learning evidence as well as a regular reporting structure for assessment activities.

### Section 7 – Use Evidence to Improve Student Learning Outcomes

There is very little documentation to suggest that collaborative discussions about evidence of student learning occur at the co-curricular or at the institution-wide level. Moreover, the committee finds that WCU does not have a clear plan for using evidence of student learning to improve learning or to influence planning, budgeting, and decision-making processes.

The committee recommends that all units receive additional support covering the entire assessment lifecycle, from the development of student learning outcomes through decision-making based on collected evidence and analyses. The committee also recommends a review of the budget hearing and administrative/academic program review processes that considers how evidence of student learning assessment could enhance decision making.

## Section 8 – Report on the Process and Results of the Student Learning Outcomes

WCU's weakest area of performance is its ability to report assessment processes and results to internal and external audiences. The committee found limited evidence of reporting efforts, signaling that more work is needed. Reporting must be directed to appropriate audiences and be easily accessible and understood by those audiences. Because assessment processes are inherently cumulative, it will take time for some units to collect, review, and make changes based on evidence of student learning outcomes. With each reiterative process, the University will move closer to the goal of effective reporting. In the meantime, the committee recommends resources and support to strengthen the deficiencies noted elsewhere in this report and recursive review processes to ensure that the institution continues making progress toward this goal.

**Assuring Quality: *The Assessment of our Assessment***

Criterion	Description	Evaluation
<b>SECTION 1 - Demonstrate Commitment to Assessment and Accountability</b>		
1	An Ongoing and Integrated Commitment to Achieving Student Learning Outcomes is Visible in the Actions of the Campus Community	4
<b>SECTION 2 - Articulate Institution-Wide Student Learning Outcomes</b>		
2	The Institution Has Institution-Wide Student Learning Outcome Statements that Clearly Articulate What Students Should be Able to Do, Achieve, Demonstrate, or Know Upon Graduation.	5
3	Institution-Wide Student Learning Outcome Statements are Easily Understood by Internal and External Stakeholders.	1
4	Institution-Wide Student Learning Outcome Statements are Accessible to Internal and External Stakeholders.	3
5	Appropriate Stakeholders Were Fully Involved in Establishing Institution-Wide Student Learning Outcomes.	3
6	Institution-Wide Student Learning Outcomes are Externally Informed or Benchmarked, Reflect Generally Accepted Higher Education Goals, are of Appropriate College-Level Rigor, and are Appropriate Given the Mission of the Institution.	5
<b>SECTION 3 - Articulate Program-Level Student Learning Outcomes</b>		
7	Academic Program-Level Student Learning Outcome Statements Clearly Articulate What Students Should be Able to Do, Achieve, Demonstrate, or Know Upon Graduation.	4
8	Academic Program-Level Learning Outcome Statements are Easily Understood by Internal and External Stakeholders.	2
9	Academic Program-Level Student Learning Outcome Statements Are Accessible To Internal And External Stakeholders.	4
10	Appropriate Stakeholders Were Fully Involved In Establishing Academic Program-Level Student Learning Outcomes.	3
11	Academic Program-Level Student Learning Outcomes Are Externally Informed Or Benchmarked, Reflect Generally Accepted Higher Education Goals, Are Of Appropriate College-Level Rigor, And Are Appropriate Given The Mission Of The Institution.	3
<b>SECTION 4 - Articulate Cocurricular Program-Level Student Learning Outcomes</b>		
12	Cocurricular Program-Level Student Learning Outcome Statements Clearly Articulate What Students Should Be Able To Do, Achieve, Demonstrate, Or Know Upon Graduation.	2
13	Cocurricular Program-Level Student Learning Outcome Statements Are Easily Understood By Internal And External Stakeholders.	2
14	Cocurricular Program-Level Student Learning Outcome Statements Are Accessible To Internal And External Stakeholders.	2
15	Appropriate Stakeholders Were Fully Involved In Establishing Cocurricular Program-Level Student Learning Outcomes.	2
16	Cocurricular Program-Level Student Learning Outcomes Are Externally Informed Or Benchmarked, Reflect Generally Accepted Higher Education Goals, Are Of Appropriate College-Level Rigor, And Are Appropriate Given The Mission Of The Institution.	3

# Appendix

Overall

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
<b>SECTION 5 - Document Assessment Practices and Processes in a Formal Plan</b>		
17	There Is A Written Assessment Plan In Place That Describes When, How, And How Frequently Each Student Learning Outcome Is Assessed.	3
18	The Assessment Plan Is Supported By Adequate And Appropriate Infrastructure And Resources To Ensure Its Sustainability.	3
19	The Assessment Plan Is Regularly Re-Examined.	1
20	The Institution Has A Chart, Diagram, Map, Narrative, Or Other Document That Identifies The Places In The Curriculum And Cocurriculum Where Students Encounter And/Or Achieve Each Student Learning Outcome.	2
<b>SECTION 6 - Gather Evidence of Student Learning Outcomes (Institution-Wide, Academic Program Level, and Cocurricular Program Level)</b>		
21	The Institution Has Evidence Of The Levels At Which Students Achieve Student Learning Outcomes.	3
<b>SECTION 7 - Use Evidence to Improve Student Learning Outcomes (Institution-Wide, Academic Program Level, and Cocurricular Program Level)</b>		
22	Collaborative Discussions About Evidence And Its Use To Improve Student Learning Take Place Across Programs, Departments, And The Entire Campus.	2
23	A Plan Exists For Using Evidence From Student Learning Outcomes Assessment To Improve Student Learning. The Plan Includes A Clear Decision-Making Process For Approving And Implementing Recommendations.	2
24	Evidence From Student Learning Outcomes Assessment Is Used To Influence Or Shape Planning, Budgeting, And Decision-Making And To Recommend Strategies For Improving Student Learning.	2
25	Recommendations For Improvement Of Student Learning Based On Student Learning Outcomes Assessment Are Implemented, Including Making Changes In Priorities, Program Offerings, And The Allocation Of Resources.	1
26	The Impact Of Evidence-Based Changes Is Continuously Reviewed And Evaluated To Determine How Effectively Student Learning Is Improved.	1
<b>SECTION 8 - Report on the Process and Results of the Student Learning Outcomes Assessment (Institution-Wide, Academic Program Level, and Cocurricular Program Level)</b>		
27	Reporting On The Process And Results Of The Student Learning Outcomes Assessment Is Directed At The Appropriate Audiences And Designed To Meet Their Needs.	2
28	Reporting On The Process And Results Of The Student Learning Outcomes Assessment Is Easily Accessible To Internal And External Stakeholders.	2
29	Reporting On Student Learning Outcomes Is Easily Understood By Internal And External Stakeholders.	1

# Appendix

Criterion

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
<b>SECTION 1 - Demonstrate Commitment to Assessment and Accountability</b>		
1	An Ongoing and Integrated Commitment to Achieving Student Learning Outcomes is Visible in the Actions of the Campus Community	4
	1a Is there an explicit, visible commitment to student learning outcomes assessment on the part of the governing board, president/chancellor, and senior academic and cocurricular leadership?	4
	1b Is the commitment communicated within the institution? To whom specifically? How?	3
	1c Is the commitment communicated outside the institution (to external stakeholders and the general public)? To whom specifically? How?	3
	1d Is student learning outcomes assessment pervasive — part of the institutional culture, ongoing, consistent, systematic, and sustainable across programs, departments, and the entire institution? How do you know?	3
	1e Is student learning outcomes assessment collaborative? Is evidence collected and discussed across programs, departments, and the entire institution? How do you know?	2
	1f Are there expectations for student learning outcomes assessment within academic programs? What are they, and how are they communicated?	5
	1g Are there expectations for student learning outcomes assessment within cocurricular programs? What are they, and how are they communicated?	4
	1h Is there a process in place to ensure that expectations for student learning outcomes assessment within academic and cocurricular programs are met? What is the process?	5
<b>SECTION 2 - Articulate Institution-Wide Student Learning Outcomes</b>		
2	The Institution Has Institution-Wide Student Learning Outcome Statements that Clearly Articulate What Students Should be Able to Do, Achieve, Demonstrate, or Know Upon Graduation.	5
	2a Does the institution have institution-wide student learning outcomes — the shared set of outcomes pertaining to all undergraduate students regardless of degree or major? What are they?	5
	2b Are the institution-wide student learning outcomes expressed as knowledge, skills, and/or attitudes?	4
	2c Are the actions mentioned in the institution-wide student learning outcome statements achievable?	5
	2d Are the actions mentioned in the institution-wide student learning outcome statements observable?	5
	2e Are the actions mentioned in the institution-wide student learning outcome statements measurable?	5
3	Institution-Wide Student Learning Outcome Statements are Easily Understood by Internal and External Stakeholders.	1
	3a Do faculty, administrators, and staff understand the relationship of the coursework and cocurricular experiences they provide to the institution-wide student learning outcomes? How do you know?	1
	3b Do current students know what they are expected to do, achieve, demonstrate, or know upon graduation? How do you know?	1
	3c Do prospective students, parents, and families know what students are expected to do, achieve, demonstrate, or know upon graduation? How do you know?	1

# Appendix

Criterion

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
	3d Do external stakeholders (e.g., graduates, employers, policymakers, general public) know what students are expected to do, achieve, demonstrate, or know upon graduation? How do you know?	1
4	Institution-Wide Student Learning Outcome Statements are Accessible to Internal and External Stakeholders.	3
	4a Are the institution-wide student learning outcome statements shared widely? How are they shared?	3
	4b Can the institution-wide student learning outcome statements be easily located by those looking for them? How do you know?	2
5	Appropriate Stakeholders Were Fully Involved in Establishing Institution-Wide Student Learning Outcomes.	3
	5a Were faculty members involved in establishing the institution-wide student learning outcome statements?	5
	5b Were cocurricular educators involved in establishing the institution-wide student learning outcome statements?	5
	5c Were governing board members involved in establishing the institution-wide student learning outcome statements?	4
	5d Were students involved in establishing the institution-wide student learning outcome statements?	1
	5e Were external stakeholders (e.g., graduates, employers, policymakers, general public) involved in establishing the institution-wide student learning outcome statements?	1
6	Institution-Wide Student Learning Outcomes are Externally Informed or Benchmarked, Reflect Generally Accepted Higher Education Goals, are of Appropriate College-Level Rigor, and are Appropriate Given the Mission of the Institution.	5
	6a Are the institution-wide student learning outcomes externally informed? How?	5
	6b Are the institution-wide student learning outcomes externally benchmarked? Against what?	4
	6c Do the institution-wide student learning outcomes reflect appropriate higher education goals and college-level rigor? How do you know?	5
	6d Are the institution-wide student learning outcomes appropriate given the mission of the institution? Please explain.	5
<b>SECTION 3 - Articulate Program-Level Student Learning Outcomes</b>		
7	Academic Program-Level Student Learning Outcome Statements Clearly Articulate What Students Should be Able to Do, Achieve, Demonstrate, or Know Upon Graduation.	4
	7a Do all academic programs have student learning outcomes — the shared set of outcomes pertaining to all undergraduate students in the degree or major?	5
	7b Are the academic program-level student learning outcomes expressed as knowledge, skills, and/or attitudes?	5
	7c Are the actions mentioned in the academic program-level outcome statements achievable?	4
	7d Are the actions mentioned in the academic program-level outcome statements observable?	4
	7e Are the actions mentioned in the academic program-level outcome statements measurable?	4

# Appendix

Criterion

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
8	Academic Program-Level Learning Outcome Statements are Easily Understood by Internal and External Stakeholders.	2
8a	Do faculty members understand the relationship of the courses they offer to the program-level learning outcomes? How do you know?	3
8b	Do current students know what they are expected to do, achieve, demonstrate, or know upon completion of their selected degree/major? How do you know?	2
8c	Do prospective students, parents, and families know what students are expected to do, achieve, demonstrate, or know upon completion of a selected degree/major? How do you know?	1
8d	Do external stakeholders (e.g., graduates, employers, policymakers, general public) know what students are expected to do, achieve, demonstrate, or know upon completion of a selected degree/major? How do you know?	1
9	Academic Program-Level Student Learning Outcome Statements Are Accessible To Internal And External Stakeholders.	4
9a	Are the academic program-level student learning outcome statements shared widely? How are they shared?	4
9b	Can the academic program-level student learning outcome statements be easily located by those looking for them? How do you know?	4
10	Appropriate Stakeholders Were Fully Involved In Establishing Academic Program-Level Student Learning Outcomes.	3
10a	Were faculty members involved in establishing the academic program-level student learning outcomes?	5
10b	Were students involved in establishing the academic program-level student learning outcomes?	1
10c	Were external stakeholders (e.g., graduates, employers, policymakers, general public) involved in establishing the academic program-level student learning outcomes?	3
11	Academic Program-Level Student Learning Outcomes Are Externally Informed Or Benchmarked, Reflect Generally Accepted Higher Education Goals, Are Of Appropriate College-Level Rigor, And Are Appropriate Given The Mission Of The Institution.	3
11a	Are the academic program-level student learning outcomes externally informed? How?	3
11b	Are the academic program-level student learning outcomes externally benchmarked? Against what?	2
11c	Do the academic program-level student learning outcomes reflect appropriate higher education goals and college-level rigor? How do you know?	3
11d	Are the academic program-level student learning outcomes appropriate given the mission of the institution?	4

# Appendix

Criterion

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
<b>SECTION 4 - Articulate Cocurricular Program-Level Student Learning Outcomes</b>		
<b>12</b>	Cocurricular Program-Level Student Learning Outcome Statements Clearly Articulate What Students Should Be Able To Do, Achieve, Demonstrate, Or Know Upon Graduation.	2
	12a Do all cocurricular programs have student learning outcomes?	1
	12b Are the cocurricular program-level student learning outcomes expressed as knowledge, skills, and/or attitudes?	3
	12c Are the actions mentioned in the cocurricular program-level outcome statements achievable?	3
	12d Are the actions mentioned in the cocurricular program-level outcome statements observable?	3
	12e Are the actions mentioned in the cocurricular program-level outcome statements measurable?	2
<b>13</b>	Cocurricular Program-Level Student Learning Outcome Statements Are Easily Understood By Internal And External Stakeholders.	2
	13a Do cocurricular educators understand the relationship of their programs' activities to institution-wide student learning outcomes? How do you know?	3
	13b Do current students know what they are expected to do, achieve, demonstrate, or know upon completion of cocurricular programs in which they participate? How do you know?	2
	13c Do prospective students, parents, and families know what students are expected to do, achieve, demonstrate, or know upon completion of cocurricular programs in which they participate? How do you know?	1
	13d Do external stakeholders (e.g., graduates, employers, policymakers, general public) know what students are expected to do, achieve, demonstrate, or know upon completion of cocurricular programs in which they participate? How do you know?	1
<b>14</b>	Cocurricular Program-Level Student Learning Outcome Statements Are Accessible To Internal And External Stakeholders.	2
	14a Are the cocurricular program-level student learning outcome statements shared widely? How are they shared?	2
	14b Can the cocurricular program-level student learning outcome statements be easily located by those looking for them? How do you know?	2
<b>15</b>	Appropriate Stakeholders Were Fully Involved In Establishing Cocurricular Program-Level Student Learning Outcomes.	2
	15a Were cocurricular educators involved in establishing the cocurricular program-level student learning outcomes?	4
	15b Were students involved in establishing the cocurricular program-level student learning outcomes?	2
	15c Were external stakeholders (e.g., graduates, employers, policymakers, general public) involved in establishing the cocurricular program-level student learning outcomes?	1

# Appendix

Criterion

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
16	Cocurricular Program-Level Student Learning Outcomes Are Externally Informed Or Benchmarked, Reflect Generally Accepted Higher Education Goals, Are Of Appropriate College-Level Rigor, And Are Appropriate Given The Mission Of The Institution.	3
16a	Are the cocurricular program-level student learning outcomes externally informed? How?	3
16b	Are the cocurricular program-level student learning outcomes externally benchmarked? Against what?	3
16c	Do the cocurricular program-level student learning outcomes reflect appropriate higher education goals and college-level rigor? How do you know?	4
16d	Are the cocurricular program-level student learning outcomes appropriate given the mission of the institution?	4
<b>SECTION 5 - Document Assessment Practices and Processes in a Formal Plan</b>		
17	There Is A Written Assessment Plan In Place That Describes When, How, And How Frequently Each Student Learning Outcome Is Assessed.	3
17a	Does the assessment plan demonstrate how student learning outcomes assessment is integrated across the entire institution?	3
17b	Does the assessment plan include when, how, and how frequently each institution-wide student learning outcome is assessed?	1
17c	Does the assessment plan include academic program-level assessment?	4
17d	Does the assessment plan include cocurricular program-level assessment?	4
17e	How was the assessment plan developed, and were appropriate stakeholders (internal and external) from all constituencies involved in the development of the assessment plan?	2
17f	Does the assessment plan align with the institution's strategic planning process?	4
17g	Does the assessment plan align with the institution's budgeting process?	3
18	The Assessment Plan Is Supported By Adequate And Appropriate Infrastructure And Resources To Ensure Its Sustainability.	3
18a	Are human resources sufficient to carry out the assessment plan? Provide an explanation.	3
18b	Are financial resources sufficient to carry out the assessment plan? Provide an explanation.	3
19	The Assessment Plan Is Regularly Re-Examined.	1
19a	How often is the assessment plan reviewed?	1
19b	Were appropriate internal and external stakeholders involved in the reviews?	1
19c	Has the assessment plan been revised as a result of these reviews? If so, how?	1
20	The Institution Has A Chart, Diagram, Map, Narrative, Or Other Document That Identifies The Places In The Curriculum And Cocurriculum Where Students Encounter And/Or Achieve Each Student Learning Outcome.	2
20a	Can the institution demonstrate where in the curriculum and cocurriculum students encounter and/or achieve each institution-wide student learning outcome? How is this information collected?	2
20b	Can the institution demonstrate where in the curriculum students encounter and/or achieve academic program-level student learning outcomes? How is this information collected?	3

# Appendix

Criterion

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
20c	Can the institution demonstrate where in the cocurriculum students encounter and/or achieve cocurricular program-level student learning outcomes? How is this information collected?	2
SECTION 6 - Gather Evidence of Student Learning Outcomes (Institution-Wide, Academic Program Level, and Cocurricular Program Level)		
21	The Institution Has Evidence Of The Levels At Which Students Achieve Student Learning Outcomes.	3
21a	Is there evidence that shows how well students have achieved institution-wide student learning outcomes? How was it observed and/or measured?	3
21b	Is there evidence that shows how well students have achieved academic program-level student learning outcomes? How was it observed and/or measured?	3
21c	Is there evidence that shows how well students have achieved cocurricular program-level student learning outcomes? How was it observed and/or measured?	2
SECTION 7 - Use Evidence to Improve Student Learning Outcomes (Institution-Wide, Academic Program Level, and Cocurricular Program Level)		
22	Collaborative Discussions About Evidence And Its Use To Improve Student Learning Take Place Across Programs, Departments, And The Entire Campus.	2
22a	Do collaborative discussions about evidence include sharing of data and analysis at the academic program level?	3
22b	Do collaborative discussions about evidence include sharing of data and analysis at the cocurricular program level?	2
22c	Do collaborative discussions about evidence include sharing of data and analysis institution-wide?	4
22d	Do collaborative discussions about evidence include making recommendations at the academic program level?	3
22e	Do collaborative discussions about evidence include making recommendations at the cocurricular program level?	2
22f	Do collaborative discussions about evidence include making recommendations institution-wide?	1
22g	Do collaborative discussions about evidence occur on campus frequently at the academic program level?	3
22h	Do collaborative discussions about evidence occur on campus frequently at the cocurricular program level?	1
22i	Do collaborative discussions about evidence occur on campus frequently institution-wide?	1
23	A Plan Exists For Using Evidence From Student Learning Outcomes Assessment To Improve Student Learning. The Plan Includes A Clear Decision-Making Process For Approving And Implementing Recommendations.	2
23a	What is the plan for using evidence from student learning outcomes assessment to inform decision-making about how to improve student learning at the academic program level?	3
23b	What is the plan for using evidence from student learning outcomes assessment to inform decision-making about how to improve student learning at the cocurricular program level?	1
23c	What is the plan for using evidence from student learning outcomes assessment to inform decision-making about how to improve student learning institution-wide?	2

## Appendix

Criterion

### Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
	23d What is the decision-making process for approving and implementing recommendations at the academic program level?	1
	23e What is the decision-making process for approving and implementing recommendations at the cocurricular program level?	1
	23f What is the decision-making process for approving and implementing recommendations institution-wide?	2
24	Evidence From Student Learning Outcomes Assessment Is Used To Influence Or Shape Planning, Budgeting, And Decision-Making And To Recommend Strategies For Improving Student Learning.	2
	24a How does evidence from student learning outcomes assessment influence or shape planning at the academic program level?	2
	24b How does evidence from student learning outcomes assessment influence or shape planning at the cocurricular program level?	2
	24c How does evidence from student learning outcomes assessment influence or shape planning institution-wide?	2
	24d How does evidence from student learning outcomes assessment influence or shape budgeting at the academic program level?	1
	24e How does evidence from student learning outcomes assessment influence or shape budgeting at the cocurricular program level?	2
	24f How does evidence from student learning outcomes assessment influence or shape budgeting institution-wide?	1
	24g How does evidence from student learning outcomes assessment influence or shape decision-making at the academic program level?	3
	24h How does evidence from student learning outcomes assessment influence or shape decision-making at the cocurricular program level?	2
	24i How does evidence from student learning outcomes assessment influence or shape decision-making institution-wide?	2
	24j How is evidence from student learning outcomes assessment used to make recommendations for improvement of student learning at the academic program level?	3
	24k How is evidence from student learning outcomes assessment used to make recommendations for improvement of student learning at the cocurricular program level?	2
	24l How is evidence from student learning outcomes assessment used to make recommendations for improvement of student learning institution-wide?	1
25	Recommendations For Improvement Of Student Learning Based On Student Learning Outcomes Assessment Are Implemented, Including Making Changes In Priorities, Program Offerings, And The Allocation Of Resources.	1
	25a Recommendations for improvement of institution-wide student learning outcomes, based on student learning outcomes assessment results, have been implemented at the academic program level.	1
	25b Recommendations for improvement of institution-wide student learning outcomes, based on student learning outcomes assessment results, have been implemented at the cocurricular program level.	1
	25c Recommendations for improvement of institution-wide student learning outcomes, based on student learning outcomes assessment results, have been implemented institution-wide.	1
	25d Recommendations for changes in academic priorities, based on student learning outcomes assessment results, have been implemented.	2

# Appendix

Criterion

## Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
25e	Recommendations for changes in cocurricular priorities, based on student learning outcomes assessment results, have been implemented.	1
25f	Recommendations for changes in academic program offerings, based on student learning outcomes assessment results, have been implemented.	2
25g	Recommendations for changes in cocurricular program offerings, based on student learning outcomes assessment results, have been implemented.	1
25h	Recommendations for changes in the allocation of resources, based on student learning outcomes assessment results, have been implemented at the academic program level.	3
25i	Recommendations for changes in the allocation of resources, based on student learning outcomes assessment results, have been implemented at the cocurricular program level.	1
25j	Recommendations for changes in the allocation of resources, based on student learning outcomes assessment results, have been implemented institution-wide.	2
26	The Impact Of Evidence-Based Changes Is Continuously Reviewed And Evaluated To Determine How Effectively Student Learning Is Improved.	1
26a	The results of implementing change based on assessment findings have been reviewed at the academic program level.	2
26b	The results of implementing change based on assessment findings have been reviewed at the cocurricular program level.	1
26c	The results of implementing change based on assessment findings have been reviewed institution-wide.	1
26d	Learning has improved based on assessment findings reviewed at the academic program level.	1
26e	Learning has improved based on assessment findings reviewed at the cocurricular program level.	1
26f	Learning has improved based on assessment findings reviewed institution-wide.	1
26g	The results of evidence-based changes have led to further changes and re-assessment.	1
SECTION 8 - Report on the Process and Results of the Student Learning Outcomes Assessment (Institution-Wide, Academic Program Level, and Cocurricular Program Level)		
27	Reporting On The Process And Results Of The Student Learning Outcomes Assessment Is Directed At The Appropriate Audiences And Designed To Meet Their Needs.	2
27a	Is reporting on the process and results of the institution-wide student learning outcomes assessment directed at prospective and current students? What is reported and in what ways?	1
27b	Is reporting on the process and results of the institution-wide student learning outcomes assessment directed at faculty, staff, and administrators? What is reported and in what ways?	2
27c	Is reporting on the process and results of the institution-wide student learning outcomes assessment directed at the governing board? What is reported and in what ways?	1

## Appendix

Criterion

### Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
27d	Is reporting on the process and results of the institution-wide student learning outcomes assessment directed at external stakeholders (e.g., graduates, employers, policymakers, general public)? What is reported and in what ways?	1
27e	Is reporting on the process and results of the academic program-level student learning outcomes assessment directed at prospective and current students? What is reported and in what ways?	2
27f	Is reporting on the process and results of the academic program-level student learning outcomes assessment directed at faculty, staff, and administrators? What is reported and in what ways?	3
27g	Is reporting on the process and results of the academic program-level student learning outcomes assessment directed at the governing board? What is reported and in what ways?	2
27h	Is reporting on the process and results of the academic program-level student learning outcomes assessment directed at external stakeholders (e.g., graduates, employers, policymakers, general public)? What is reported and in what ways?	2
27i	Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment directed at prospective and current students? What is reported and in what ways?	1
27j	Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment directed at faculty, staff, and administrators? What is reported and in what ways?	2
27k	Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment directed at the governing board? What is reported and in what ways?	1
27l	Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment directed at external stakeholders (e.g., graduates, employers, policymakers, general public)? What is reported and in what ways?	1
<b>28</b>	Reporting On The Process And Results Of The Student Learning Outcomes Assessment Is Easily Accessible To Internal And External Stakeholders.	2
28a	Is reporting on the process and results of the institution-wide student learning outcomes assessment easily accessible to prospective and current students?	2
28b	Is reporting on the process and results of the institution-wide student learning outcomes assessment easily accessible to faculty, staff, and administrators?	2
28c	Is reporting on the process and results of the institution-wide student learning outcomes assessment easily accessible to the governing board?	2
28d	Is reporting on the process and results of the institution-wide student learning outcomes assessment easily accessible to external stakeholders (e.g., graduates, employers, policymakers, general public)?	2
28e	Is reporting on the process and results of the academic program-level student learning outcomes assessment easily accessible to prospective and current students?	1
28f	Is reporting on the process and results of the academic program-level student learning outcomes assessment easily accessible to faculty, staff, and administrators?	3
28g	Is reporting on the process and results of the academic program-level student learning outcomes assessment easily accessible to the governing board?	1
28h	Is reporting on the process and results of the academic program-level student learning outcomes assessment easily accessible to external stakeholders (e.g., graduates, employers, policymakers, general public)?	1

## Appendix

Criterion

### Assuring Quality: *The Assessment of our Assessment*

Criterion	Description	Evaluation
	28i Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment easily accessible to prospective and current students?	1
	28j Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment easily accessible to faculty, staff, and administrators?	1
	28k Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment easily accessible to the governing board?	1
	28l Is reporting on the process and results of the cocurricular program-level student learning outcomes assessment easily accessible to external stakeholders (e.g., graduates, employers, policymakers, general public)?	1
29	Reporting On Student Learning Outcomes Is Easily Understood By Internal And External Stakeholders.	1
	29a Do prospective and current students understand the reporting on the institution-wide student learning outcomes assessment process and results? How do you know?	1
	29b Do faculty, staff, and administrators understand the reporting on the institution-wide student learning outcomes assessment process and results? How do you know?	2
	29c Does the governing board understand the reporting on the institution-wide student learning outcomes assessment process and results? How do you know?	1
	29d Do external stakeholders (e.g., graduates, employers, policymakers, general public) understand the reporting on the institution-wide student learning outcomes assessment process and results? How do you know?	1
	29e Do prospective and current students understand the reporting on the academic program-level student learning outcomes assessment process and results? How do you know?	1
	29f Do faculty, staff, and administrators understand the reporting on the academic program-level student learning outcomes assessment process and results? How do you know?	2
	29g Does the governing board understand the reporting on the academic program-level student learning outcomes assessment process and results? How do you know?	1
	29h Do external stakeholders (e.g., graduates, employers, policymakers, general public) understand the reporting on the academic program-level student learning outcomes assessment process and results? How do you know?	1
	29i Do prospective and current students understand the reporting on the cocurricular program-level student learning outcomes assessment process and results? How do you know?	1
	29j Do faculty, staff, and administrators understand the reporting on the cocurricular program-level student learning outcomes assessment process and results? How do you know?	1
	29k Does the governing board understand the reporting on the cocurricular program-level student learning outcomes assessment process and results? How do you know?	1
	29l Do external stakeholders (e.g., graduates, employers, policymakers, general public) understand the reporting on the cocurricular program-level student learning outcomes assessment process and results? How do you know?	1