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1-12-1994

University of South Florida St. Petersburg Campus Outcomes Assessment Update Plan : 1994 : 01 :12

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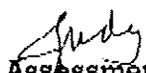## Office of the Provost

MEMORANDUM   February 23, 1993

TO: College Outcomes Assessment Committee Representatives

FROM: Jean R. Linder
             Interim Associate Provost

             Judy R. Wilkerson
             Faculty Outcomes Assessment Coordinator

SUBJECT: Format and Sample Outcomes Assessment Plan

In our most recent Outcomes Assessment Committee meeting, some of you requested a more explicit format (style guide) and sample for your Outcomes Assessment Plans, and attached is a response to your request. They are provided as resource materials only and should be used to the extent that you find them helpful.

The format contains the same categories as the guidelines distributed last year in the Outcomes Assessment Committee but also suggests boldfacing, underscoring, indentation, etc.

The sample was developed in collaboration with the Finance faculty of the College of Business Administration, and we are grateful to Steve Kapplin and other faculty of that department for their willingness to share their work with us. You may find that the sample is somewhat more detailed than your plans; however, we hope that the detail will be useful to you in seeing how plans can be operationalized. You may choose to use less detail in the plans you are currently revising.

We would like to take this opportunity to remind you that we are only a phone call away and would welcome every opportunity to help you think through your plans. Judy can be reached at extension 3450 and Jean at extension 2154. If you would like to have the format on disk, please call Mary Bertollo at extension 6646.

Thank you again for your fine, continuing work on this important project.

Enclosures

FORMAT

DEPARTMENTAL OUTCOMES ASSESSMENT PLAN

Unit: _____

Introduction: (optional)

Mission Statement:

Goal #1:

To ...

Expected Result #1.1:

Result: Students (or Faculty) will ...

Assessment:

   Measures:

   Plan/procedures:

Projected Utilization of Assessment Findings:

Expected Result #1.2: (optional)

Result: Students (or Faculty) will ...

Assessment:

   Measures:

   Plan/procedures:

Projected Utilization of Assessment Findings:

etc.

oap.fmt

Example of Goal, Results, and Assessment Strategy
for Undergraduate Finance Students

Goal #1:

To enable students to apply appropriate tools and techniques of financial analysis
(departmental goal).

Expected Result #1.1:

Result: Students will be able to calculate and describe the value of financial assets,
real assets, and the firm.

Assessment:

Measures:

Selected case-specific studies and term projects in the Advanced Corporate
Finance and the Investments courses and an exit case study.

Plan/procedures:

For work produced by students as part of course requirements, faculty
teaching the above courses will keep copies of a sample of work from 10-20
of their students, the majority of whom experienced some difficulty in
completing the assignment (i.e, received less than an "A"). The key
assessment criteria for successful completion of the assignment will be
specified and will be used for grading the work of individual students. Criteria
will include such things as evidence that the student accurately and
appropriately computes net present value, analyzes firms' financing decisions,
and assesses impact of market risk on firms' cost of capital. The sample
products will be analyzed independently by all faculty teaching the courses
across all student samples based on criteria such as these in the Spring or
Summer to identify common areas of difficulty experienced across students.

The same procedures will be used to evaluate the exit case study, a proposed
exit requirement from the program.

Projected Utilization of Assessment Findings:

Faculty teaching all sections of a course will meet to determine common areas of
difficulty across sections. They will develop a plan to improve the course and will
present their findings and plan to colleagues at a departmental faculty meeting, where
input from colleagues will be sought. Modifications will be made as deemed
appropriate with the approval of the departmental Curriculum Advisory and Revision
Committee and Curriculum Committee. Substantive changes may require approval of
the College Undergraduate Curriculum Committee. In subsequent years, faculty will
analyze student products to determine whether or not performance has improved and
whether or not new difficulties have surfaced.

In cases where students from some sections have more difficulty with a given criterion than students from other sections, faculty will discuss and share teaching strategies.

Expected Result #1.2:

Result: Students will be able to evaluate risk.

Assessment:

Measures:

Selected case-specific studies and term projects in the Advanced Corporate Finance and the Investments courses and an exit case study.

Plan/procedures:

Sames procedures as for Result #1.1, except that different products will be analyzed using different assessment criteria. Representative criteria include evidence that the student distinguishes accurately between systematic and unsystematic risk, caclulates accurately various risk measures applicable to the firm, and discusses comprehensively and persuasively the major components of the efficient market hypothesis.

Projected Utilization of Assessment Findings:

Same as for Result #1.1

Expected Result #1.3:

Result: Students can prepare a financial statement analysis.

Assessment for Result:

Measures:

Course-specific problems in the Principles of Finance and Advanced Corporate Finance courses.

Plan/procedures:

Sames procedures as for Result #1.1, except that different products will be analyzed, and the exit case study does not address this result. Representative criteria include evidence that students are able to interpret correctly the informational content of financial statements, utilize appropriately financial statements as the basis for financial forecasting, compute accurately various financial ratios, and interpret correctly the informational value of these ratios.

Projected Utilization of Assessment Findings:

Same as for Result #1.1.

Expected Result #1.4:

Result: The average score of students taking an appropriate standardized test will be at least at the norm level for peer institutions.

Assessment:

Measures:

Major Field Achievement Test (MFAT) scores.

Plan/procedures:

Sub-scores on the MFAT will be obtained from ETS and analyzed across students to determine areas of the curriculum which can be improved. If students' average scores do not differ significantly from the norm level, the overall success of the program will be validated. In addition, any competencies that fall below the norm will be reviewed for possible curricular improvement.

Projected Utilization of Assessment Findings:

The Department Chairperson will obtain and distribute score reports to faculty in the department. Findings will be analyzed by all faculty who teach courses with skills tapped by the exam to determine what, if any, difficulties are being experienced by graduates. Program improvement strategies will be the same as outlined for Result #1.1.

Expected Result #1.5:

Result: Not more than 20% of the students, alumni, and employers will express dissatisfaction with the program.

Assessment:

Measures:

Exiting senior, alumni, and employer surveys.

Plan/procedures:

At the end of the second semester of their senior year, students will be given an anonymous survey in which they rate the extent to which they believe they have acquired key competencies and are prepared for future employment in the area. The survey will also include questions related to permanent address and jobs they have secured. A similar survey will be administered to a sample of alumni that is of sufficient size to produce statistically significant results and to their employers. These latter two surveys will be administered

every other year. Identification data will be requested, but will be optional, on the graduate and employer surveys to allow for follow-up.

Each of the surveys will have a five point scale, with five the being highest. The frequency of responses for each point on the scale and each competency will be counted. Because of the neutrality of the middle of the scale, analysis will focus on the ratings below the midpoint (i.e., 1 or 2, which will represent either strongly disagree or moderately disagree; cannot perform at all or performs with some difficulty; etc.).

Projected Utilization of Assessment Findings:

The Department Chairperson will distribute survey results to faculty in the department. In cases where more than 20% of the respondents select the "1" or "2" rating, program improvement will be considered. Follow-up interviews may be conducted as necessary. Faculty planning and continued evaluation will be similar to other results.

DEPARTMENTAL OUTCOMES ASSESSMENT PLANS

General Comments across the University's Academic Units

Overview

The following is a summary of comments and suggestions for USF academic unit outcomes assessment plans. This feedback is organized around the categories used in the peer review process and is supplemented by a matrix indicating which comments pertain to specific programs. Supplemental comments are also provided for some programs.

Having read all the plans submitted by academic units, it is clear that most faculty and department heads have taken the outcomes assessment task very seriously. They are to be commended for their hard work and commitment. The quality of plans varies across the University, with some ready or near ready for implementation and others needing adjustments.

Prior to beginning to make specific suggestions and comments in response to each of the questions used in the peer review process, perhaps a brief summary of what SACS expects and how goals, results, and assessment are related is in order:

1. Goals may be defined in a number of ways. For the purposes of the SACS process, we are looking at goals that represent the **broad** purposes of the unit's activities, typically in the three areas of teaching, research, and service. Goals describe why we are here, what our **ultimate** charge is. Goals set the stage for results, which are our outcomes. Typically, goals begin with an infinitive, and there are not very many of them. One goal per area may be sufficient, although some units may need two or three in some areas. Many of us are used to writing measurable goals dealing with process or strategic planning. These goals are extremely useful in shaping our future and providing evidence that we plan seriously. To the extent that we evaluate and use data from evaluations to modify such goals, we are fulfilling SACS' requirement tying planning and evaluation together.

   However, we need to remember that the ultimate purpose of this process is **to ensure that as an institution we are fulfilling our purpose -- that our teaching, research, and service activities lead to the results to which we aspire.** If we seek to provide a high quality education in a certain field and at a certain level or if we train students to be able to do or be something (goals), what specifically will our students know and be able to do upon graduation that demonstrates that knowledge or skill; are our graduates adequately prepared for their future (results)? If we conduct research and provide service of a certain type or at a certain level (goal), are our research and service efforts productive and useful, and are they in the areas and at the levels we have targeted (results)?

2. Results specify how we will know that we met our goals and forecast the measurement process. They are the **outcomes** of our work – the tangible products and facts we can look at to say we were successful; what our students can do upon graduation and what the faculty have done as a result of fulfilling their research and service goals. They are the answers to the **fundamental** questions that faculty can ask themselves to determine the degree of their success. Wherever possible, a numeric criterion for success should be included.

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3.	The _assessment_ design provides us with the answers to our questions about success. The design should specify how we will know whether or not we were successful and how we will get **useful information that we can feed back into improving our programs** (in teaching, research, and service), so that we can **better** meet our goals – even if we are already doing a good job. **Merely proving that we do a good job is insufficient, we must learn how we can do better.** The cycle of evaluation and planning is a continuous one that makes the assumption that no program is perfect and that all programs can be improved.

We need to keep in mind that the **ultimate** purpose of SACS outcomes assessment or institutional effectiveness is to obtain data that will result in program improvement. **They expect us to look at student learning outcomes in particular and find the weaknesses in our curriculum, so that we may improve it.** The SACS criteria state that:

> A comprehensive approach to accreditation, however, takes into account not only the resources and process of education..., but also the evaluation of the results of education and plans for the improvement of the institution's programs... Institutions have an obligation to all constituents to evaluate effectiveness and to use the results in a broad-based, continuous planning and evaluation process. (p. 13)

Feedback

Mission Statement:

1.	To what extent does the unit mission statement provide a description of the department so that an "outsider" has an understanding of the department's functions, features, and goals?

•	Most mission statements are clearly articulated. Many, especially in the College of Arts and Sciences, have given a useful and clear statement of their philosophy and purpose, often defining their discipline. Some of the following problems occurred:

(1)	The description or overview of the unit is not clear.

(2)	The statement of needs, encompassing beliefs, values, and/or intents is absent or unclear.

(3)	Degree programs are not identified. Are programs at the bachelor's level, master's level, and/or doctoral level?

(4)	There is extraneous information in the mission statement – excessive historical data, degree requirements, enrollments, successes, etc. Although history and size are suggested, these should be very brief (a sentence or two). This mission statement should be somewhere between a half and a whole page.

2.	To what extent does the mission statement serve as a framework for the remainder of the plan?

Most mission statements serve as an appropriate framework for the remainder of the plans. Those that do not serve as an appropriate framework would do so if any missing components were added.

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(1)   Once the mission statement is adjusted, as suggested in #1 above, it should serve as
        an appropriate framework for the rest of the plan.

3.   To what extent is the relationship between the departmental plan and university mission
        statement clearly evident?

        Across the University, this tends to be clear to us but weakly stated. Because of the strong
        commitment to liberal arts and professional education, the role of departments in fulfilling the
        USF mission can usually be inferred; however, there are other more specific elements in the
        purpose statement, which can be tied to unit missions. The primary problem can be
        described as follows:

        (1)   The mission is not specifically tied to the University's purpose statement. Although
                the relationship can be inferred, it is important that each department articulate this
                relationship. Social Work provides a useful example of how this can be done:

                        The mission of the Social Work program at USF is to enable the
                        University to address in a more comprehensive fashion the needs of a
                        rapidly expanding metropolitan area. The purpose of the social work
                        program is to prepare graduates to deliver human services to the
                        diverse population of our community. The program reflects the
                        University's emphasis upon strong community involvement for the
                        purpose of meeting the social, cultural and health care needs of the
                        University's communities...

Goals:

4.   To what extent are the goals clearly stated?

        Many departments have a clearly articulated set of goals, often related to student learning
        outcomes. Some also have written goals for the research and service areas. Clearly, many
        faculty across the University have spent a great deal of time thinking about what they want
        their programs to be and tried to capture these notions in several well-articulated goal
        statements relevant to their own departments. Some of the following omissions occurred:

        (1)   Goals should specify the broad purposes of the unit, leading to measurable results
                (outcomes), or what will actually happen to demonstrate that goals have been
                attained.

                a.   Sometimes goals and results are confounded or used synomymously, with
                        one or the other being omitted or repeated. A distinct set of goals and results
                        needs to be developed.

                b.   While the goals are clearly stated, they tend to focus on process rather than
                        outcome, e.g., provision of courses, enabling study, hiring faculty, improving
                        the physical working environment, providing or obtaining additional financial
                        resources. These goals are often good **strategic** planning goals and can be
                        incorporated in an institutional effectiveness design, but they **must be
                        supplmented by some outcomes-focussed goals** as well. What are the

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specific learning outcomes (knowledge, skills, attitudes, abilities) that students studying in the department will have upon graduation? Will they be prepared for graduate study or employment? What will faculty do as a part of their research and service missions?

    c.   Goals have been written as "degree-granting" goals -- that is they specify the degrees to be awarded. This is an acceptable approach, as long as the results are **not** limited to graduating a certain number of students. Results for these goals should specify the knowledge, skills, abilities, or behaviors that students will have upon graduation in specific terms. Preparation for work or continuing education can be another result, as long as it is assessed.

    (2)   There are no goals for research/scholarly activity and/or service.

    (3)   There are two sets of mission and goals statements; the plan needs to be revised to have a single set. The documentation appears to reflect the stages in the process of developing these plans (i.e., mission and goals due first, assessment due second). This problem was unique to the College of Arts and Sciences.

    (4)   Some goals are embedded in text and need to be extracted into clear goal statements.

5.   To what extent are the goals appropriate for the mission/purpose of the unit?

Most are very appropriate.

Expected Results:

6.   To what extent are the obtained or expected results for each goal measurable and observable?

Many units had difficulty in this area. While goals are often well-thought out, less thought has been devoted to their assessability.

    (1)   The results section should suggest the assessment strategy by answering the question, "How will we know if we have met our goal?" In the teaching area, how will faculty know that students know, can do, or think and behave in the manner prescribed by the goals? (Simply asking them at exit interviews or through alumni surveys will not suffice, although those are excellent measures when combined with something that goes beyond student perceptions.)

In many cases, departments may find that they embedded their results in the goals statements, and some re-thinking of goals vs. results needs to occur. A few examples of goals, results, and assessment strategies are attached.

If we cannot make reliable decisions about the extent to which students have acquired the curricular goals we have set for them or faculty have met the research and service goals set for them, the goals may not be appropriate for an outcomes assessment plan.

(2)   A percentage or other numeric <u>criterion</u> should be specified.

<u>Assessment Plan</u>:

7.   To what extent are the measurement procedures, plans, and techniques clearly identified?

Many of the assessment strategies outlined use an appropriate array of techniques but still need some careful thinking and planning prior to implementation. Assessment often appears as an after-thought, rather than a task that was considered during goal/result identification. Often, the manner in which the unit will determine if students have acquired the desired outcomes is not specified, sometimes because the outcomes (results) are not specified.

(1)   There is an <u>insufficient connection between goals, results, and assessment</u>. The assessment plan is general in nature — i.e., not tied to specific results statements. To the extent that data are produced related to the goals and results, the plan is acceptable, but to the extent that goals remain unassessed, it is not.

(2)   Assessment is designed at the <u>student, not program level</u>. Many departments have not made the connection between student and program assessment. It is not sufficient to evaluate each student prior to exit, since that will not yield information related to program effectiveness and improvement. **It is only when performance across students is evaluated that the faculty can make decisions about the overall effectiveness of the program.** How many students graduate having mastered all of the curricular goals? Which goals are mastered less often than others? Why? What can be done to ensure that more students master these goals? If the department strives to prepare students for careers, how many students believe their program was effective in achieving this goal? What things did they find less than satisfactory? What can be done to fix the problems? These are the questions that form the basis for an effective outcomes **assessment** process.

(3)   <u>Summative assessment</u> is missing. There is an over-reliance on course grades or other measures that do not provide any assessment of either **culminating or cumulative work.** More use of product and performance assessment and/or summative measures (e.g., portfolios, collections of projects/papers from specified courses, comprehensive exams, standardized tests, culminating projects) should be made to ensure that knowledge and skills are synthesized into a cohesive whole. Just because students pass the courses does not mean that they have necessarily mastered the programs's learning outcomes.

(4)   Assessment is too limited. <u>Multiple measures</u> are suggested by SACS and are suggested for this plan. For example, optional tests and self-reported test scores, by themselves, are insufficient. Surveys and exit interviews, by themselves, are insufficient. While these are all useful measures, there still needs to be some form of assessment of knowledge, skills, abilities, and/or attitudes. In addition to using multiple measures, there must be some assurance that data will be collected on all, or a representative sample, of students.

(5)   Some goals have assessment strategies that <u>may not yield the appropriate information</u>. For example, assessment of whether or not students are intelligent

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consumers of research information can be measured more effectively through analysis of published research articles than through exit surveys. A list of courses and a faculty survey is not likely to yield information on the extent to which students have an understanding of disciplinary issues or ethical sensitivity. A test may not be the best way of measuring interpersonal and communication abilities. For many of these types of outcomes, faculty may wish to look at activities, experiences, assignments, exams, and formal observations in specific courses that target these outcomes. These pieces can be looked at while students are enrolled in designated courses, or faculty may suggest students develop portfolios providing samples of their work targeted to specific learning outcomes.

(6) <u>The criteria and procedures for assessment are not clear or evident.</u> How will assessment be handled in capstone courses and portfolios? How does this assessment strategy yield information related to attainment of programmatic curricular goals? Specific criteria need to be identified – passing the course or exam, compiling and filing the portfolios, or completing a final project is insufficient. **What will be included and how will they be evaluated against what criteria?**

(7) The use of <u>standardized tests or licensure exams</u> has been proposed. This is clearly an appropriate measure, and, if a sufficiently high number of students score well (or poorly) on the test, it will provide an overall indicator of the health of the program. Prior to implementation of a test, information should be sought from the test publisher or the licensure agency on the skills measured and the manner in which results can be reported. If answers to these questions are unsatisfactory, the faculty should consider the development of their own comprehensive exam, that could be pilot tested prior to implementation, or the use of other cumulative or culminating measures.

    a.   Information at the <u>competency or subskill level</u> is useful and should be obtained if feasible, especially if this is the primary outcomes measure. We can assume that most of our programs are of a high enough quality that our students will score well or pass. To **improve our programs**, however, we need data at a more detailed level. It is conceivable (and likely) that most students will score sufficiently high enough to pass the exam, but there may be specific competencies with which they tend to have difficulty. Information at the competency or subskill level, then, can be fed back into program planning to improve the quality of our graduates. The test publisher should be questioned to determine what type of data will can be provided to the unit. Will they receive individual student total scores only, or can they have subscores that will indicate strengths and weaknesses of students and the program?

    b.   The <u>appropriateness</u> of the tests needs to be considered carefully. For standardized tests produced by test publishers like ETS, faculty need to ensure that the test measures the competencies they want to include in their curriculum. Some standardized tests do not match the interests of faculty in all colleges and universities. A copy of the technical manual or test specifications from the test publisher or licensure agency should be obtained, as it will provide a description of the areas assessed.

(8) Assessment strategies are <u>confounded with techniques or procedures to accomplish</u>

goals. **How** the goals will be attained is not the focus, **whether or not** they are attained is what counts here.

(9)   Several goals have <u>no assessment strategies</u> at this point, although these can be added later.

(10)   Write in the present, not the future or conditional, tense.

8.   To what extent is the assessment plan working or workable and realistic?

This varies from program to program.

9.   Are there other strategies that the unit might consider? If so, describe.

Most departments had an array of strategies, some of which are summarized below as possible additions:

(1)   Goals are not clearly enough formulated to suggest strategies.

(2)   Portfolios could include materials selected by the students to demonstrate that they have acquired the knowledge, skills, abilities, and attitudes deemed important by the faculty. In the portfolios, self-reflective essays might help faculty determine if critical thinking and awareness have been achieved. For example, the students could be asked to select items for their portfolios that show the development of these two domains and explain why they selected the portfolio contents and how the changes in their thinking are reflected in their work. These essays could also be used to ensure that the students understand what the valued knowledge, skills, abilities, and attitudes are.

(3)   Reviews of specified course assignments, activities, etc. that are representative of the knowledge, skills, abilities, and attitudes that faculty have targeted as key for their program. These materials could be collected and analyzed across students. The materials should represent culminating work.

(4)   Comprehensive exams or standardized tests given at the end of students' programs.

(5)   In clinical programs, assessment by field supervisors could be used.

(6)   Employer and alumni surveys are useful strategies to determine how well students were prepared during their program. At exit, students often think they are better or worse prepared than they will find after entering their career field. Not all graduates and employers need to be surveyed, but a statistically sound and recent sample should be selected. Faculty might consider having an exit interview in which information on future employment is obtained, so names and addresses are available when needed. Surveys should be constructed to obtain sufficiently detailed information to make decisions related to program improvement. For example, questions could be targeted toward a rating of specific competencies addressed in the program.

(7)   A capstone course would allow students to synthesize knowledge and skills gained
        during their programs. Projects and exams from such a course could serve as
        measures of cumulative knoweldge and skills.

Projected Utilization of Assessment Results:

10.   To what extent are the assessment results leading to or likely to lead to program
        improvement?

        Many plans had adequate responses to this section. Responses need not be long but should
        provide an assurance to the University that the department is likely to use the results of
        outcomes assessment in continuous program improvement. When this section was weak, the
        following suggestion is pertinent:

        (1)   The plan needs to specify what will be done with the data once accumulated. Who
                will review the data? What kinds of decisions are likely to be made? What process
                will be used to ensure that findings effect programs?

        (2)   The assessment process needs to be expanded in order to produce data that can be
                utilized for program improvement.

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SAMPLES OF APPROPRIATE GOALS, RESULTS, AND ASSESSMENTS

The following samples of goals, results, and assessments were extrapolated from departmental plans. Some have been edited or re-worked.

Goal	Result	Appropriate Assessments
1. To ensure that students become skilled interpreters of American culture (a knowledge goal).	Students can articulate their perceptions of American culture clearly, correctly, and effectively.	Both written and verbal measures that are taken either throughout or at the end of the program, all based on the three specified criteria (clearly, correctly, and effectively), and including research papers, exams, oral presentations, products of capstone course, etc.
2. To convey knowledge about theory and research in the four subfields of the discipline (a knowledge goal).	Students can discuss major theoretical concepts of ___, ___, ___, and ___ and can integrate their understanding of these areas of inquiry.	Same as #1 above, except the criteria would be based on the four areas plus integration.
3. To provide students with the content knowledge needed to function as finance professionals (a knowledge goal).	a. Students can describe the decision-making process related to financial decisions in ___, ___, ___, and ___. b. Students can define the basic vocabulary of the field. c. Students can describe the sources of information in the field.	Case studies, exams and papers from Financial Policy course, performance on MFAT, exit interviews.
4. To facilitate students' capacity to establish and maintain appropriate professional relationships (a behavioral goal).	a. Students exhibit sensitivity to clients' rights. b. Students act ethically. c. Students identify personal prejudices or biases and control for their effects.	Observation by supervisors during internships, written or verbal case studies, employer perceptions, self-reflective essays, interviews with clients, etc.
5. To enable students to apply appropriate tools and techniques in the production of accurate financial documents and reports (a skills goal).	a. Students can calculate and describe value of financial assets, real assets, and the firm. b. Students can evaluate risk, including ___, ___, and ___ risk. c. Students can prepare a financial statement analysis...	Case studies and other products; MFAT; surveys of graduating seniors, alumni, and employers.

6. To enable students to become intelligent consumers of research (a skills goal).	Students will critique current research findings, applying theories and principles of the discpline.	Papers prepared for courses, theses, exam questions, etc. are assessed against students' knowledge of the appropriate theories and principles as well as research design.
7. To develop students' communication competence (a skills goal).	a. Students will master progressive speaking skills, including ____, ____, ____, and ____. b. Students will overcome communication anxiety.	Videotaping student performances to evaluate each of the skills both before and after instruction and comparing the results is appropriate. A measure of communication anxiety will be developed to be used both before and after instruction.
8. To prepare students for employment.	a. ____% of program graduates are employed in the field. b. Students perceive that they are well-prepared for employment. c. Alumni perceive that they were well-prepared for employment.	Surveys of graduating students, alumni, and employers; exit interviews.
9. To produce undergraduate MIS majors who will be prepared to work in the information technology areas of small, medium, and large businesses.	a. Students will know ____ and be able to ____. b. ____% of our graduates will be employed in jobs related to their academic interests. c. ____% of our graduates will express satisfaction with their curriculum as preparation for employment.	Portfolios; exams and projects in ____; alumni and employer surveys.

10. To graduate students with an accredited B.S. degree who have obtained a comprehensive, high quality education.	a. Approximately ____ students will graduate each year. b. All graduates will know — and be able to ____. c. ____% of our graduates will be employed in jobs related to their academic interests. d. ____ % of our graduates will express satisfaction with their curriculum as preparation for employment. e. Employers will express satisfiaction with graduates' skills. f. Accreditation will be .. maintained.	Graduation records; portfolios; exams and projects in ____; alumni and employer surveys; acredition letter.
11. To prepare students for graduate study.	a. ____% of program graduates are accepted in graduate school. b. Students perceive that they are well-prepared for graduate study. c. Alumni perceive that they were well-prepared for graduate study. d. ____% of students score at or above ____ on the ____ test (GRE, MCAT, LSAT...).	Surveys of graduating students, alumni, and employers; exit interviews; test scores.
12. To provide an accreditable program of architecture, preparing students for successful careers in the field.	a. All students who graduate demonstrate mastery of all 65 NAAB performance criteria. b. At least 90% of graduates obtain professional licensure. c. The program maintains its accreditation. d. Graduates perceive that they were well prepared for their careers.	Individual assessment plans are designed for each of the 65 criteria; follow-up survey of graduates, including competence in 65 areas; state reports determine whether or not licensure is obtained; accreditation letter.

13. To ensure that degree programs are designed to teach the appropriate and current skills, techniques, and technical knowledge of artistic expression.	a. Students will develop a high degree of skill in music performance, including the instrument of choice to the level appropriate to the music concentration. b. Students will perform a cross-section of music from all styles... c. Students will develop technical skills adequate to meet the needs of ... etc.	Assessment occurs at various points in the program and at entry through auditions, placement exams, composition portfolios, classroom assessments, performance in periodic jury exams, culminating public concerts and recitals, etc. Based on these assessments, faculty evaluate the effectiveness of the program.
14. To esnure that degree programs are designed to provide a theoretical base and an understanding of the process involved in the art discipline.	a. Students will have a functional knowledge of the language and grammar of music. b. Students will have an understanding of the common elements of music including rhythm, melody, harmony, timbre... and display this understanding in visual and aural analysis.	Student progress is evaluated primarily by faculty in the music theory and composition areas and, secondarily, by all faculty who come into contact with students. Music theory faculty use a series of strategies in class and an area-wide assessment instrument. Results are communicated to the appropriate faculty and discussed in committee meetings.
15. To conduct and encourage research, scholarship, and creative work in modern languages and literature, and in applied and theoretical linguistics, inlcuding technologically enhanced language learning.	____ % of the faculty will publish and/or present papers, articles, books and chapters, etc. in peer-reviewed outlets.	The measure(s) are quantitative (# of publications, # of faculty, # of outlets) and descriptive (types and content work).
16. To maintain service and outreach programs.	a. To support the public schools through programs such as MERIT and EXCEL. b. To provide intensive English instruction for foreign students. c. To provide intensive, non-traditional modern language instruction for internationally oriented business concerns.	Client satisfaction surveys, TEFL scores analyzed by competency.

usf.fb: 2/1/93

APPENDIX B
Examples: Applications of the Planning and Evaluation Process

Provided below are examples illustrating application of the proposed planning and evaluation steps discussed in Chapter II. These examples are not intended to be prescriptive.

Example 1
Completion Requirements

Statement of Purpose (Excerpt): Prepare graduates to demonstrate skill in written communication.

Expected Results: Prior to graduation, each student will demonstrate expository writing with correct grammar, punctuation, and logical organization.

Assessment Procedures: By the end of the sophomore year, each student will write on an assigned topic, and that writing sample will be judged by two or more independent readers.

Administration of Assessment Procedures: The English Department will construct the writing assignment, train readers to use common criteria for assessment, and coordinate the reading and grading of the papers.

Use of Assessment Findings: Following an analysis of observed errors, the English Department has proposed a "writing-across-the-curriculum" program which will be implemented next year.

Example 2
Curriculum

Statement of Purpose (Excerpt): Prepare students for employment in specific career fields.

Expected Results: At least ninety percent of the graduates of the associate degree nursing program who take the licensure examination within one year of graduation will pass the exam.

Assessment Procedures: The nursing department will obtain the results of the licensure examination (including first, second, and subsequent tries) and determine the percentage of program graduates who pass the exam. Subtest scores will also be obtained.

Administration of Assessment Procedures: The chair and faculty of the nursing department will be assisted by the director of placement as needed.

Use of Assessment Findings: Results of student performance on subtests will be analyzed to identify areas of the curriculum that need to be strengthened. Admission criteria can be analyzed in relation to passage rates on the licensure exam to see if admission standards should be changed.

Example 3
Instructional Support

Statement of Purpose (Excerpt): Provide services to support the delivery of instruction by faculty.

Expected Results: Provide faculty with sufficient access to, and assistance with, audiovisual equipment and materials to permit them to enhance the learning environment for students in a satisfactory manner.

Assessment Procedures: Regularly survey faculty to ask if they are satisfied with (1) the ease with which they are able to acquire audiovisual equipment and materials and (2) the quality of the equipment and materials in enhancing student learning. Survey students to ask if audiovisual materials have helped them achieve specified learning outcomes.

Administration of Assessment Procedures: Add items about availability, usage, and quality of audiovisual materials and equipment to survey forms for faculty and for students that are administered periodically for the chief academic officer by the office of institutional research.

Use of Assessment Findings: If faculty usage is low, increase publicity concerning audiovisual services; if faculty view access as a problem, secure additional equipment or materials and improve delivery; if quality of equipment is considered substandard, improve maintenance or replace equipment; if faculty or students are dissatisfied with the quality of materials, increase the involvement of faculty and/or students in the selection of material.

Example 4
Student Development Services

Statement of Purpose (Excerpt): Facilitate entry of graduates into their chosen careers.

Expected Results: Develop a campus placement service that is used by more than half of the institution's graduates and that produces appropriate job placement for at least x% of the graduates who use it.

Assessment Procedures: Periodically survey graduating students to ask if they have used the placement service (and if not, why not) and if they perceive that they have obtained appropriate placement through that service.

Administration of Assessment Procedures: Questions about the use of the placement service and the outcomes of placement will be included in a survey administered to graduating students by the student services division.

Use of Assessment Findings: If fewer than half of the graduates are using the placement service, the service should be promoted e effectively

through presentations to student groups and distribution of descriptive printed materials to all students. If aspects of the service are criticized, or if placement rates are lower than expected, explicit plans for improvement should be implemented.

Example 5
Research

Statement of Purpose (Excerpt): Research and the advancement of knowledge are emphasized in all academic departments of the university.

Expected Results: Over a five-year period, the number of social sciences faculty involved in externally funded research will be increased by twenty percent.

Assessment Procedures: Each social science department will be asked to develop a plan to increase involvement of faculty in externally funded research. The Office of Sponsored Research will supply annual data by department on the number of social science faculty with external funding for research, the amount of that funding, and the sources of support. As part of the periodic program review process, consultants will review the progress of each department.

Administration of Assessment Procedures: Department chairs are responsible for implementation of department plans and monitoring of results. The Office of Sponsored Research will provide annual data and review progress reports provided by departments. The periodic program review process will be monitored by the Vice President for Academic Affairs.

Use of Assessment Findings: Departments will periodically share information about procedures that succeeded or did not succeed in increasing faculty involvement in externally funded research. Institutional, departmental, and individual barriers to such involvement will be identified through the assessment, and specific steps will be taken to reduce those barriers.

Example 6
Public Service

Statement of Purpose (Excerpt): The university maintains a major commitment to public service.

Expected Results: The number of clients served by the university's public service units will increase annually by at least x%, and client satisfaction with services provided will be consistently high (as indicated by evaluative comments and an average rating of y on a 7-point scale).

Assessment Procedures: Each of the units responsible for delivering public service (e.g., Institute of Business, Institute of Government, etc.) will be asked to ident: the potential client group served and the individuals and agencies actua... served in the past five years. Using samples from the po-

tential client groups, market surveys will be conducted to identify service needs that could be addressed by the university. Surveys of clients actually served will be used to determine how well client needs have been met and how service might be improved.

Administration of Assessment Procedures: The Office of Institutional Research will work with the public service units in designing survey instruments and analyzing results.

Use of Assessment Findings: The results of the market survey and the user survey will be reviewed and discussed by faculty and administrators within each public service unit, and specific needs for service improvement or expansion will be identified and acted upon.

Example 7
Completion Requirements

Statement of Purpose (Excerpt): Graduates are required to demonstrate their skills in oral communication.

Expected Results: Prior to graduation, each student will demonstrate the ability to organize and deliver a clear and substantive oral presentation.

Assessment Procedures: As part of a one semester hour seminar required in all degree programs, each student will be required to present a brief (15-minute) oral review of a current article in the literature relevant to the field.

Administration of Assessment Procedures: The faculty member conducting each seminar will judge the adequacy of each presentation in accord with criteria provided by the speech department and explained by that department at a faculty workshop conducted annually. Student presentations will be videotaped at random for review by the faculty of the speech department.

Use of Assessment Findings: Students not presenting at a satisfactory level of competence will be referred to the speech department, where they will be assisted by a "coach" in preparing for a second presentation. The student must perform at a satisfactory level before he/she is allowed to graduate.

Example 8
Completion Requirements

Statement of Purpose (Excerpt): Graduating students will demonstrate competence in their major fields.

Expected Results: In psychology, each senior will: (1) when presented with a report of a psychological experiment, critique the experiment in terms of its research design, analysis, conclusions and applications; (2) when presented with a specific psychological topic, write a comprehensive review of published research on that topic, demonstrating mastery of " · literature resources and effective written communication of scientific . ings useful for a reader who is not a psychologist; and (3) take a nationally standardized

comprehensive examination covering the generally accepted components of an undergraduate major in psychology.

Assessment Procedures: For (1) and (2) above, each critique and review of research will be evaluated by one local faculty member and two faculty members from other institutions using a common rating form. For (3) above, a nationally standardized, comprehensive examination such as the Graduate Record Examination's Psychology Subject Test will be administered to all graduating seniors.

Administration of Assessment Procedures: Seniors will be enrolled in a one-semester course in which they will write the required papers and take the comprehensive examination.

Use of Assessment Findings: The department chair will summarize the jury evaluations of the critiques and literature reviews and produce a composite profile of the seniors' performance on the comprehensive examination. This information will be presented to the faculty at its annual planning retreat and used as a basis for improvement in curriculum and/or instructional methodology.

Example 9
Completion Requirements

Statement of Purpose (Excerpt): Graduating students will demonstrate ability to apply practically the knowledge and skills of their major field in "real world" situations.

Expected Results: In computer science with a business emphasis, each graduating student will design a computer-based information system to meet an actual need in an organization and put it into successful operation.

Assessment Procedures: The student's departmental advisor, a second faculty member, and a technically capable representative of the organization for which the information system was designed will evaluate the effectiveness, efficiency, and general suitability of the system.

Administration of Assessment Procedures: The computer science department will require that each graduating student enroll in a project course for at least one semester in which the systems project will be designed by the student and assessed by the jury of two faculty members and one organizational representative.

Use of Assessment Findings: Once each year, a committee of the department will review all projects along with their jury assessments, identify common deficiencies, and recommend specific program revisions to the department.

Example 10
Curriculum

Statement of Purpose (Excerpt): Prepare graduates for admission to pr grams in graduate and/or professional education.

Expected Results: Over the next five years, the percent of graduates a mitted to medical school will be increased by x%, and the percent of entran who successfully complete the medical school program will increase by y

Assessment Procedures: Scores of premedical students on the MCAT, well as percentages of acceptances to medical school, will be collected a analyzed in relation to undergraduate admission test scores and grade poi averages. Completion rate for entrants and reasons for non-completion w also be collected.

Administration of Assessment Procedures: Assessment will be designe and administered by the institutional research office in consultation with tl faculty of departments involved in premedical education.

Use of Assessment Findings: If entry and/or completion rates are low than expected, follow-up studies of non-entrants and non-completers will a sess undergraduate transcripts and other characteristics to identify are where student advisement or the curriculum might be improved.

Example 11
Curriculum

Statement of Purpose (Excerpt): Provide education in the major area whi prepares the student for more advanced study and/or for employment in tl field.

Expected Results: The curriculum for each major represents content th is current in that respective discipline.

Assessment Procedures: Every ten years, each major will be reviewed two recognized scholars who will examine major requirements, course s labi and bibliographies, a representative sample of student papers a examinations, and a sample of projects or papers completed by graduati students.

Administration of Assessment Procedures: The faculty of the departme will nominate reviewers, the institutional evaluation steering committee w appoint reviewers from those nominations, and the reviewers' findings w be presented both to the departmental faculty and to the steering committe

Use of Assessment Findings: The departmental faculty will study t reviewers' findings and institute appropriate curriculum changes.

Example 12
Curriculum

Statement of Purpose (Excerpt): Establish an open admissions policy.

Expected Results: Students who exhibit deficiencies in basic skills (reading, writing, and mathematics) upon admission will achieve specified levels of competency prior to completion of 30 semester hours of course work.

Assessment Procedures: Performance levels in the basic skills will be assessed with standardized instruments upon admission and (if deficiencies are identified) again prior to the student's completion of 30 semester hours of course work.

Administration of Assessment Procedures: The office of student assessment will be responsible for the administration of standardized instruments and analysis of results. Faculty members in English and mathematics will assist in the selection of suitable instruments.

Use of Assessment Findings: Test results will be used to identify needed improvements in the content and delivery of developmental education courses as well as in counseling and tutoring services.

Example 13
Curriculum

Statement of Purpose (Excerpt): As a result of their academic and co-curricular experiences on campus, students will develop in both the cognitive and the ethical realms.

Expected Results: There will be a progressive increase in the cognitive and ethical operating levels of samples of students at each undergraduate level.

Assessment Procedures: The institutional research officer will work with a team of psychology department faculty members to develop instruments and procedures for the Perry Scale which are valid for campus. Once developed, they will be implemented with random samples of students at each grade level to determine whether students are developing cognitively and ethically at a predictable rate.

Administration of Assessment Procedures: The team of individuals who develop the procedures and instruments will perform the assessments, evaluate the results, and provide a report.

Use of Assessment Findings: An annual report will be sent to the general education subcommittee of the curriculum council to be used in the review and development of the curriculum. The report will also be provided to the dean of student services for use in improving co-curricular programs.

Example 14
Financial Resources

Statement of Purpose (Excerpt): The allocation of institutional resources will reflect value placed on educational quality.

Expected Results: Institutional planning and budgeting priorities are informed by recommendations resulting from academic program review.

Assessment Procedures: Recommendations resulting from program reviews are compared with strategic planning goals and resource allocation proposals to determine the extent to which the latter provide means for implementing the former.

Administration of Assessment Procedures: An office or individual reporting directly to the president and charged with responsibility for institutional evaluation will make the comparison described above.

Use of Assessment Findings: If important recommendations from program review are ignored in the annual statement of planning and budgeting priorities, reasons should be identified, or appropriate adjustments should be made in the priorities.

Example 15
Admissions

Statement of Purpose (Excerpt): Recruit students whose aptitude and achievement will enable them to achieve successfully in a competitive educational environment.

Expected Results: Provide a freshman class of which x% have a 50% or better probability of obtaining a 2.00 freshman grade point average.

Assessment Procedures: Determine the percentage of freshmen who attain a grade point average of 2.00 or better by the end of the freshman year.

Administration of Assessment Procedures: The institutional research office will produce data regarding freshman G.P.A.

Use of Assessment Findings: If grade point averages are lower than expected, initiate a study to determine how the institution may increase its recruitment of academically talented students, limit admissions of under-prepared students, and/or improve the effectiveness of its developmental education program.

Example 16
Organization and Administration

Statement of Purpose (Excerpt): This institution places high value on quality in undergraduate education, sincere interest in the d   oment of the individual, and an atmosphere of collegial support.

Expected Results: Administrators will demonstrate the stated values of the institution in their work.

Assessment Procedures: Instruments and processes used in the annual evaluation of administrators will explicitly address how and to what extent each administrator demonstrates important values of the institution. In regard to certain key administrative positions, faculty, staff members, and students will be provided the opportunity to submit written observations on a standard form. Those comments will be provided as a supplement to the supervisor's written and oral evaluations.

Administration of Assessment Procedures: Evaluations will be conducted by supervisors and reviewed at the next higher administrative level.

Use of Assessment Findings: Noted deficiencies in performance should be linked with specific follow-up efforts, including (where feasible) professional development activities. Exemplary performance should be recognized and used as a primary factor in salary and promotion decisions.