SUNY Canton

Guidebook
for
Conducting
Assessment in the Major

2017

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PREFACE

The Program Assessment in the Major [AIM] Self-Study will be written in Taskstream utilizing a Template This Guidebook serves as a supplemental document and resource for those responsible for completing the Program Review [Assessment in the Major]. Throughout the Guidebook you will see descriptions for each section of the Self-Study and links to helpful resources across campus. Additionally, some general information pertaining to criteria for sections of the Self-Study have been copied and pasted into the Self-Study Template to assist the author.

To access the login page and AIM workspace on Taskstream: https://www1.taskstream.com/

What is an Assessment in the Major?

Each campus, following existing curriculum and governance procedures, is responsible for overseeing the assessment of academic programs. In carrying out their assessment plan, all programs must:

Complete a review [Self-Study] of the Degree Program that includes information and evaluation of:

- Program Curriculum
- Program Mission, Goals, and Objectives
- Program Design
- Program Student Learning Outcomes
- Program Faculty
- Student: Profiles, Admission Requirements, Student Needs, and Graduate Data
- Support Services
- Student Services
- Administrative Support
- Budget Analysis
- External Team Review and Report[s]
- Evaluation and Outcomes - Self-Study Summary Report

The Self-Study must include:

- Measures of student learning outcomes and assessment data
- Review of the program final assessment report (Self- Study) by an external review team, including a campus visit and Exit Report

Questions regarding the process or requests for help can be directed to

Kirk Jones
Director of Assessment
MAC 502
Phone: Ext. 7605
jonesk@canton.edu

General Information / Guidelines

1. The Self-Study Report will be completed via Taskstream using the Template for Program Self-Study (Assessment in the Major).
2. Complete item **I. A. 4** first (*Identify the learning outcomes students should demonstrate*). This is located in the Template for Program Self-Study (Assessment in the Major).
3. After you have completed this item, go back and complete item **I A.1-3** (*Prepare a program mission statement; Delineate the program's goals and objectives; Define quality as it related to the program)* and then continue with the rest of the Self-Study. The Support Services and Administrative Support sections of the self-study are in the existing Template.
4. **Contact** the Director of Institutional Research (DIR) and request Program specific student data (see III. The Students)
   Specific Data Request From: http://www.canton.edu/effectiveness/request.html
5. **Survey** both graduates and employers in order to assess student-learning outcomes at graduation. Surveying graduates provides *indirect* evidence of student learning, while surveying employers provides *direct* evidence of student learning. Survey of graduates and their employers should be done annually; at least 6 months after graduation. Surveys should reflect item I. A. 4   *(Identify the learning outcomes students should demonstrate).*
   Surveys can be administered either in paper or electronic format:
   Paper:
   > - Obtain student and employer addresses from Career Services and Alumni Office.
   > - Mail surveys to graduates and their employers (work study students may be helpful in preparing mailing).
   > - Include with the survey a postage paid college envelope with return information, including your name or curriculum name and account number.

   Electronic: Develop survey questions and then contact the SUNY Canton Help Desk at helpdesk@canton.edu to have the questions formatted into an electronic survey.
6. Use the **Timeline for Assessment in the Major** as a planning and milestone reference.
7. Follow the **Sample Agenda for Review Team Visit** to prepare for the site visit

Helpful Resources

Assessment in the Major [Self-Study] Degree Program Schedule:
http://www.canton.edu/provost/assessment/documents/Assessment_Major_Cycle.pdf

Taskstream Resources:
http://www.canton.edu/effectiveness/resources.html

Taskstream Video Trainings:
https://www.youtube.com/playlist?list=PLYHhGLn2yWAuNuh5G8xcjW0ydu5mXmK5t

To Request Data Reports:
http://www.canton.edu/effectiveness/request.html

TIMELINE FOR ASSESSMENT IN THE MAJOR

Dec 1 Pre- AIM Year	Mar 1 Pre- AIM Year	May 15
AIM Assessment Coordinator notified by Dean of upcoming assessment cycle and assigned assessment mentor	Initial meeting with AIM Subgroup and AIM Assessment Coordinators to discuss AIM process and timeline	Q & A and Taskstream navigation training

Sept 15 AIM Year	Oct 1 AIM Year	Nov AIM Year	Dec 1 AIM Year	Jan 15 AIM Year	Feb 15 AIM Year	March 1 AIM Year	Apr 1 AIM Year	May 1 AIM Year
Progress update; Check-in meeting to discuss questions and issues	Sections A–D due to AIM Subgroup & Dean; Check-in meeting to discuss questions and issues	Work independently; Meet individually with mentor if needed	Sections E–G due to AIM Subgroup & Dean; Check-in meeting to discuss questions and issues	AIM report (sections A-G) complete in Taskstream for school Dean review	Deans return comments to AIM Assessment Coordinator for revisions	AIM report submitted to 2 External Reviewers	External Review Reports returned to AIM Assessment Coordinators	Completed AIM (including section H and Summary Form) submitted to Dean and AIM Subgroup

Sept 1 AIM Year
AIM Subgroup reviews AIM and meets with AIM Coordinators to discuss findings of assessment

PROGRAM REVIEW: SELF-STUDY
ASSESSMENT IN THE MAJOR

The Self-Study will be written via Taskstream utilizing a Template This Guidebook serves as a supplemental document for those responsible for completing the Program Review. Throughout the Guidebook you will see descriptions for each section of the Self-Study and links to helpful resources across campus. Additionally, some sections of the Self-Study have been copied and pasted in the Self-Study template to assist the author [**In Template**]. A sample AIM is accessible to faculty serving as authors of the Self-Study.

Section A: Vision and Mission

Overview	Institutional Mission, Vision, and Goals	In Template
A.1	Program Mission Statement	Author Inserts
A.2	Institutional Mission Statement	**In Template**
	Vision and Mission Narrative [by author]	How does your Degree Program relate to the Institutional Vision, Mission, and Goals?
A.3	School Mission Statement	Author Inserts [Access School Home Page - Copy & Paste]
	Vision and Mission Narrative [by author]	How does your Degree Program relate to the School Vision, Mission, and Goals?
A.4	Program Goals	Author Inserts
A.5	Program Learning Outcomes	Author Inserts

Section A: Vision and Mission
Helpful Information

- Prepare a program mission statement that outlines the goals and their relationship to the institutional mission statement.
- Delineate the program's goals and objectives.
- Define quality as it relates to the program.
- Identify the learning outcomes students should demonstrate (at graduation)
- Within each narrative response, demonstrate how the Degree Program relates to the Institutional and School vision, mission, and goals,

Home Page: *School of Business and Liberal Arts* **[SBLA]**
http://www.canton.edu/business/

Home Page: *School of Science, Health, and Criminal Justice* **[SSHCJ]**
http://www.canton.edu/sci_health/mission.html

Home Page: *Canino School of Engineering Technology* **[CSOET]**
http://www.canton.edu/csoet/

Section B: Program Description

Overview	Program Description Narrative	Author Inserts
B.1	Degree Requirements Specified	Author Inserts [*Refer to College Catalog*]
B.2	Congruence Between Course Goals	Author Inserts
B.3	Congruence Curricular Goals	Author Inserts
B.4	Balance Between Breadth / Depth	Author Inserts
B.5	Methods Used for Multiple Sections	Author Inserts
B.6	Scheduling Efforts	Author Inserts
B.7	Internship Opportunities	Author Inserts
B.8	Research Opportunities	Author Inserts
B.9	Departmental Procedures	Author Inserts
B.10	Advisement Procedures	Author Inserts

Section B: Program Description
        Helpful Information

- Specify the degree requirements for the program, using the format of the catalog description of the program.
- Describe the congruence between course and program goals and national standards and expectations in the discipline or profession, as appropriate.
- Describe the congruence between course and curricular goals, courses, and prerequisite patterns.
- Explain the balance between breadth and depth designed in the program.
- Describe the methods used to ensure comparable learning outcomes among multiple sections of a course.
- Describe efforts to assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies.
- Describe internship opportunities and the rationale for assigning credit.
- Describe departmental procedures including student participation for the development, review, and evaluation of courses.
- Describe the advisement procedures and the way the department assesses advisement effectiveness.

Regarding Program Curriculum:

- The undergraduate academic major as a program of study is defined by the curriculum. This includes the courses and other educational experiences, the methods of delivery, and the structure of requirements and electives into which these are arranged to give coherence to the program.
- Although some traditional curricular goals underlie all academic programs, curricula for programs bearing the same name differ across institutions as a function of variations in the training and interests of the faculty, in the background and interests of the students, and in the availability of resources both on and off the campus. The resultant variations

in curricula offer students and employers the desirable situation of having choices; however, differences make design and publication of a program's expectations especially important. Faculty must determine the programmatic goals, objectives, purposes, and effects for the major. Consequently, faculty, students, administrators, and staff must engage in an active review of the combination of in-depth study and specialized skills in an academic discipline, general education, and intellectual growth that will best meet the needs of their students.

Helpful Resources:

College Catalog [2017-2018]
http://www.canton.edu/catalog/

Advising and First-Year Programs
http://www.canton.edu/advising_center/

Section C: Program Outcomes

C.1	Program Effectiveness: Discipline	Author Inserts
C.2	Program Effectiveness: General Education	Author Inserts
C.3	Program Effectiveness: Intellectual	Author Inserts
C.4	Student Activities	Author Inserts
C.5	Community Needs	Author Inserts

Section C: Program Outcomes
Helpful Information

- Analyze the effectiveness of the program in achieving its goals and objectives in the discipline. Describe the procedures, criteria, and methods used for this assessment.
- Analyze the effectiveness of the program in achieving its goals and objectives in general education. Describe the procedures, criteria, and methods used for this assessment.
- Analyze the effectiveness of the program in achieving its goals and objectives for intellectual growth. Describe the procedures, criteria, and methods used for this assessment.
- Describe discipline-, college-, and community-related student activities, and how the program promotes and supports faculty and student involvement and effort.
- Describe how the program responds to the needs of the community, if applicable.

Section D: Description of Faculty

D.1	Faculty Summary	# Full-Time	# Part-Time
		Author Inserts #	Author Inserts #
	Faculty Assigned to Program [Total]		
	Men		
	Women		
	Minorities		
	Credentials		
	Bachelor's Degree		
	Master's Degree		
	Doctorate		
	Experience [years]		
	0 - 3		
	4 -7		
	8 -11		
	12 - 15		
	16 - 24		
	25+		
D.2	Hiring Procedures	Author Inserts	
D.3	Training of Faculty	Author Inserts	
D.4	Teaching Loads	Author Inserts	
D.5	Faculty Innovation in Teaching	Author Inserts	
D.6	Evaluating Teaching Effectiveness	Author Inserts	
D.7	Scholarly Ability	Author Inserts	
D.8	Faculty Service	Author Inserts	
D.9	Relation of Program Faculty to Community	Author Inserts	
D.10	Faculty Current in Field	Author Inserts	
D.11	Activities to Improve Teaching	Author Inserts	
D.12	Evaluation and Promotion	In Template	

Section D: Description of Faculty
Helpful Information

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty constitute traditional measures, and they are useful to show the extent to which the faculty is prepared to fulfill the mission of the program.

The quality of the program also depends upon the availability of the faculty to the undergraduates and the effectiveness of the interactions, in other words, the extent to which the faculty creates a participatory culture.

The following five criteria for the evaluation of academic employees per the *Policies of the Board of Trustees.* [Refer to Personnel Handbook for Faculty and Professional Staff: http://www.canton.edu/human_resources/pdf/pershand.pdf

- Mastery of Subject Matter
- Effectiveness in Teaching

- Scholarly Ability
- Effectiveness of University Service
- Continuing Growth

Effectiveness in Teaching [D2-D6]
- Describe the hiring procedures, including the formulation of the job description, publication of the position, representation on the search committee, and responsibility for the final decision. Include copies of faculty vitae with the report.
- Explain how the training and interests of the faculty contribute to appropriate breadth of the program's mission. Indicate areas, if any, in which greater strength would be beneficial.
- Analyze the teaching loads and how they are distributed among faculty by rank, full-time, part-time, and teaching assistants (number of courses/number of students).
- Highlight faculty innovations in teaching.
- Describe the program's procedures for evaluating effectiveness in teaching.

Scholarly Ability
- Describe the recent scholarly and creative contributions of the program faculty that are important to the program goals.

Effectiveness of University Service
- Describe the faculty's service to the university, such as committee work, administrative work, public service, and other activities that contribute to the fulfillment of the program's mission in relation to the university and the community.

Continuing Growth [D10-D12]
- Identify the steps taken to assure that faculty members maintain currency in their disciplines and the activities that result in the continuing growth of the faculty.
- Describe the relative weight of the five criteria for evaluation and promotion in the *Policies of the Board of Trustees* in the consideration of rewards: mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness of University service, and continuing growth.

Refer to pages 23-25
Personnel Handbook for Faculty and Professional Staff

Helpful Resources:

Personnel Handbook for Faculty and Professional Staff
http://www.canton.edu/human_resources/pdf/pershand.pdf

Faculty Handbook
http://www.canton.edu/provost/pdf/Faculty_Handbook.pdf

Section E: Description of Students *Annual Cohort for Past 5 Years*

E.1*	Number of Students	Year *[from]*	Year *[to]*	# Full-Time	# Part-Time
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
E.2	Credit Hours Taught				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
E.3*	Diversity of Students				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
E.4*	Retention Rates				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
E.5*	Other Student Characteristics				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
E.6*	Annual Graduates				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
E.7*	Program Completion Rates				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				

*Refer to *Program Report Card Data*: http://www.canton.edu/effectiveness/report.html

			Resource
E.8	Graduate Characteristics	Author Inserts	
E.9	Recruitment Strategies	Author Inserts	Admissions
E.10	Program Minimum Requirements	Author Inserts	College Catalog
E.11	Acceptance Ratio	Author Inserts	Admissions Data
E.12	Enrollment Patterns	Author Inserts	Admissions Data
E.13	Student Needs	Author Inserts	
E.14	Special Student Services	**In Template**	
E.15	Academic Placement Services	**In Template**	
E.16	Advisement Policies	**In Template**	
E.17	Diverse Learning Styles	Author Inserts	
E.18	Orientation Activities	**In Template**	
E.19	Attrition Patterns	**In Template**	
E.20	Support Services	**In Template**	
E.21	General Student Life	**In Template**	
E.22	Satisfaction with Services	**In Template**	Institutional Data [SOS]
E.23	General Campus Environment	**In Template**	
E.24	Student Affairs	**In Template**	

Section E: Description of Students
Helpful Information:

In the evaluation of the effectiveness of an undergraduate program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of the program depends upon the extent to which it meets the needs of its students.

- Describe the program strategies used to recruit students.
- Identify the program minimum requirements for admitting students.
- Explain the acceptance ratio.
- Compare the student diversity of the program to that of the institution, other institutions, the region, and the state.
- Analyze the enrollment patterns over the last five years.
- Describe the goals of the students entering the program.
- Describe the financial needs of the students enrolled.
- Describe the academic needs of the beginning and transfer students.
- Describe the special needs of groups of students, such as nontraditional, international, disabled, and underprepared students.
- Explain any academic placement procedures.
- Describe the diverse learning styles of the students and strategies for engaging them.
- Describe any orientation activities designed to introduce students to the program.
- Analyze attrition patterns and describe efforts to improve retention.
- Analyze the time students take to complete degrees.

Helpful Resources:

Admission Information / Trends / Data:
http://www.canton.edu/effectiveness/trends.html

College Catalog [2107-2018]
http://www.canton.edu/catalog/

Student Satisfaction Survey Results
http://www.canton.edu/effectiveness/survey.html

SUNY Canton Organizational Chart [In Template]
https://www.canton.edu/about_canton/Org_Chart.pdf

Section F: Data from Assessment

			Source
F.1	Description of Learning Outcomes	Author Inserts	Program Taskstream Data
F.2	Programmatic Assessment	Author Inserts	Program Taskstream Data
F.3	Student Satisfaction Data	Author Inserts	Institutional Data
F.4	Graduate Survey Results	Author Inserts	Institutional Data
F.5	Alumni and Employer Surveys	Author Inserts	Institutional Data

Section F: Data from Assessment
Helpful Information

- Include Program Student Learning Outcomes (PSLOs) and relevant mapping to courses. If your PSLO Map is complete in your Assessment Map workspace, appending that will provide the core information. **[F1]**
- A description of programmatic assessment instruments and key assignments that are administered throughout the program to ensure student development, retention, and success. *These programmatic assessments complement individual faculty-developed assessments in specific courses.* **[F2]**
- Provide information provided from institutional data, as stipulated in the Task Stream Assessment in the Major Workspace. **[F3 –F5].**

Helpful Resources:

Taskstream [Program, Course Level Assessment Results / Data]:
https://www1.taskstream.com/

Survey Results*
http://www.canton.edu/effectiveness/survey.html

*Contact for Program Survey Results

Office of Institutional Effectiveness
Sarah Todd, Director of Institutional Research **-** MacArthur Hall 220
Phone: (315) 379-3975
todds@canton.edu

Section G: Use of Assessment

			Source
G.1	Dissemination of Results	Author Inserts	Program Taskstream Data
G.2	Planning Process	Author Inserts	Program Taskstream Data
G.3	Most Recent Evaluation	Author Inserts	Program Taskstream Data

Section G: Use of Assessment
     Helpful Information

- Section G provides your institution with information about the review process which culminates in the discussion provided in Section H.
- SUNY requests the inclusion of, at minimum, two external reviewers.
- See Appendices for more information on the review process
- Results should be shared with advisory board members

Section H: Conclusions

			Source
H.1	External Reviewers Comments	Author Adds	Attach External Evaluator Reports
H.2	Discussion of Conclusions	Author Completes and Inserts	Include in Summary Report and Attach
H.3	Decisions Made Regarding Program	Author Completes and Inserts	In Summary Report
H.4	Evaluation of Evaluating	Author Completes and Inserts	In Summary Report

Section H: Use of Assessment
     Helpful Information

- Complete Summary Report, adding narrative based on conclusions, findings, and decisions made based on the Self-Study, Review, and overall Assessment in the Major.

APPENDICES

GUIDELINES FOR SELECTING THE REVIEW TEAM

From SUNY University-wide Policies & Procedures > Assessment in the Major at
http://www.suny.edu/sunypp/index.cfm:

The purpose of the external review is to provide programs and academic leadership with an objective critique of programs to provide the basis for improvement. While issues related to funding levels may have some relevance, the focus of the review should be on the academic enterprise and on steps that could and should be taken to improve the program within available funding levels. Given the importance of good governance, it would appropriate for the external review team to examine also the effectiveness of program leadership and the level of functional collegiality within the department.

Many programs are reviewed regularly for re-accreditation purposes. Usually the professional accrediting body determines the membership of the review team. The membership of external review teams for all other programs should be discussed between the program/department being reviewed, the dean (where applicable) and the campus chief academic officer or designee. The campus chief academic officer should make the final determination.

In general, external review teams should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the program/departments, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer or aspirational peer group (equivalent to being in the same Carnegie class and having similar program size, scope and statistical, or perceived reputational, ranking).

The report from the external review team should include:

- The date of the campus visit and a list of the people whom the team met during the visit;
- The team's assessment of the program, including major strengths and weaknesses; and
- The team's recommendations to the chief academic officer for program improvement.

SAMPLE AGENDA FOR REVIEW TEAM VISIT

The following sample agenda is meant to serve as a <u>guide</u> and <u>resource</u> for planning review team visits to the campus. The order of the meetings and selection of the participants will vary according to scheduling and program needs.

I.   **Meet with Program Director**

II. Meet with Campus Leadership (group meeting)
- President
- Provost
- Vice-Presidents
- Academic Deans
- Presiding Faculty Officer

III. Meet with Faculty, Student and Support Services, as needed (group meeting)
- General Education Faculty
- Director of Admissions
- Director of Financial Aid
- Director of Career Services
- Director of Institutional Research
- Director of Student Activities
- Advisory Board Member
- Director of Orientation
- Director of Human Resources
- Registrar
- Dean of Academic Services & Retention (or rep. from Accommodative Services, Tutoring Services, TRIO program, library)

IV. Visit Facilities

V.   Meet with Students

VI. **Review Records (review graduate & employee surveys)**

VII. Meet with Program Faculty

VIII. **Meet with Program Director**

IX. ***Allow time for reviewers to prepare Team Summary of program strengths and weaknesses.***

X.   **Exit Report: Dialogue**
- President
- Provost
- Academic Dean
- Program Director
- All curriculum faculty

DETAILS AND RATIONALE FOR REVIEWERS' AGENDA

I Meet with the Program Director
It is strongly suggested that when you mail the Self-Study and review sheets that you request a copy of the review sheets once the sheets are filled out by reviewers. You need time to prepare to address the reviewers concerns. The reviewers may not be aware of information/documentation that can be available for this initial meeting with them. Also, if they wish to meet with any of the suggested people on the lists you will have time to arrange those meetings before the site visit. You can begin to finalize an agenda before the reviewers arrive.

II Meet with Campus Leadership
This is a group meeting and you and the reviewers decide who if anyone needs to hold this meeting.

III Meet with Faculty/Support Services
This is a group meeting and you and the reviewers decide who if anyone needs to hold this meeting.

IV Visit Facilities
Some programs may not have specific facilities to tour.

V Meet with Students in the Program
To be decided by you and the reviewers.

VI Review Records
Student Learning Outcomes at graduation should be tied directly to surveys of both graduates and employers. This represents an indirect and direct measure of assessment. These should be available for review.

VII Meet with Program Faculty
Some programs are one-person programs. This is an additional opportunity to clarify questions if additional program faculty can meet.

VIII Meet with the Program Director
This is the final opportunity to clarify questions with the reviewers before they meet as a team to summarize program strengths and weaknesses.

IX Reviewers Meet as a Team to Summarize Strengths and Weaknesses of the Program for the Exit Report
The reviewers will meet as a team to discuss and decide Program Strengths and Weaknesses which will be presented at the exit report. The form used will be the Team Summary of Strengths and Weaknesses Exit Report.

X Exit Report
The information presented here should not be a surprise to the Program Director. This final report should be the basis of the information used to:
1. Write goals and objectives for the program for next year to be forwarded to the department, School, Assessment Committee and finally to Council on University Strategic Planning (CUSP)
2. Complete the Student Learning Outcomes in the Major Summary Report form which will go to the Provost's Office, Assessment Committee and SUNY

Questions regarding the process or requests for help:

Dr. Kirk Jones
Director of Assessment
MAC 502
Phone: Ext. 7605
jonesk@canton.edu

Resources

- Assessment in the Major Policies
- Assessment of Student Learning Outcomes Summary Report
- Program Reviewers Evaluation of the Self Study
- Guidebook for the Evaluation of Undergraduate Academic Programs
- **Assessment in the Major Schedule** 📄

Accessible at:

http://www.canton.edu/provost/assessment/

TEAM SUMMARY OF STRENGTHS AND WEAKNESSES EXIT REPORT

A. What are the major strengths of the Program?

B. What are the major weaknesses of the Program?

C. Recommendations:

DIRECT AND INDIRECT EVIDENCE OF STUDENT LEARNING

From Linda Suskie, Middle States Commission on Higher Education, September 22, 2008

C = *evidence suitable for course-level as well as program-level student learning*

Direct (Clear and Compelling) Evidence of What Students Are Learning
Ratings of student skills by field experience supervisors
Scores and pass rates on appropriate licensure/certification exams (e.g., Praxis, NLN) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
"Capstone" experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
Other written work, performances, or presentations, scored using a rubric **(C)**
Portfolios of student work **(C)**
Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test "blueprints" describing what the tests assess **(C)**
Score gains between entry and exit on published or local tests or writing samples **(C)**
Employer ratings of employee skills
Observations of student behavior (e.g., presentations, group discussions), undertaken and with notes recorded systematically
Summaries/analyses of electronic discussion threads **(C)**
"Think-alouds" **(C)**
Classroom response systems (clickers) **(C)**
Knowledge maps **(C)**
Feedback from computer simulated tasks (e.g., information on patterns of actions, decisions, branches) **(C)**
Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the course or program **(C)**

Indirect Evidence of Student Learning (Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning is Less Clear)
Course grades **(C)**
Assignments grades, if not accompanied by a rubric or scoring guide **(C)**
For four-year programs, admission rates into graduate programs and graduation rates from those programs
For two-year programs, admission rates into four-year institutions and graduation rates from those institutions
Quality/reputation of graduate and four-year programs into which alumni are accepted
Placement rates of graduates into appropriate career positions and starting salaries
Alumni perceptions of their career responsibilities and satisfaction
Student ratings of their knowledge and skills and reflections on what they have learned in the course or program **(C)**
Questions on end-of-course student evaluation forms that ask about the course rather than the instructor **(C)**
Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
Voluntary gifts from alumni and employers
Student participation rates in faculty research, publications and conference presentations
Honors, awards, and scholarships earned by students and alumni

EXAMPLE OF GOALS & OBJECTIVES & COMPETENCIES

Mission: It is the primary goal of the program to provide excellent undergraduate professional education in clinical laboratory science.

Program Goals:

1.   Provide students with a broad educational background by using a variety of education resources and experiences.
2.   Provide a strong undergraduate curriculum based on current needs.
3.   Maintain the level and quality of instruction in the clinical laboratory science courses by including the latest in technological advances.
4.   Develop in students the professional attitudes and ethics required of clinical laboratory scientists.
5.   Educate students in the merits of continuing professional development.
6.   Provide the region served by the program with graduate clinical laboratory scientists who can function at career entry levels and who can assume leadership roles as health professionals.

Affective Objectives: The student should be able to:

1.   Comply with biosafety regulations by practicing proper disposal of biohazardous material, as evidenced by complying with established safety regulations
2.   Exhibit interest in the laboratory assignments and lecture discussions by participating.
3.   Help maintain a neat, clean, and orderly work area in all the laboratories without being asked.
4.   Demonstrate proper care and use of laboratory equipment, as evidenced by lack of breakage.
5.   Attend classes regularly and be punctual.
6.   Demonstrate preparedness for the laboratory by following directions and completing the tasks assigned with little need for additional instructions.
7.   Cooperate by communicating with and helping other students.
8.   Exhibit assurance and confidence in performing laboratory tasks.
9.   Demonstrate integrity by recognizing and repeating questionable tests.
10.   Act responsibly.
11.   Accept instruction and constructive criticism maturely.
12.   Show respect for other students, instructors, and patients.
13.   Comply with the stated dress codes.

Career Entry Competencies: Upon graduation, the student should be able to:

The ultimate goal of the program is to prepare students for career entry positions as clinical laboratory scientists. Therefore, specific professional competencies are the goal of graduates. The program strives, through its educational methods, to incorporate all facets of quality laboratory practice into the professional development of students. The curriculum is designed to prepare graduates in various testing and analysis skills.

1.   Collect and safely handle biological specimens for analysis.
2.   Perform accurate laboratory testing.
3.   Evaluate and interpret laboratory test data.
4.   Identify problems and take corrective action.
5.   Use quality assurance to monitor procedures, equipment, and technical competency.
6.   Operate equipment properly, and perform preventive and corrective maintenance.
7.   Comply with established laboratory safety regulations.
8.   Use computers and laboratory software effectively.
9.   Evaluate the efficacy of new procedures and instrumentation for a given setting.
10.   Demonstrate ethical behavior, and maintain confidentiality in terms of patient results.
11.   Interact professionally with patients and other health care personnel. (CITATION)

FEEDBACK FORM

Please take a moment to answer the following questions, providing the Assessment Committee with information to improve this packet.
Return to:
Kirk Jones, MAC 502.

Was this packet useful in helping you complete your assessment in the major? Why or why not?

What additional materials, resources, or edits would you recommend?

Would you be interested in attending workshops on particular areas contained in this packet?

Having completed your assessment in the major, would you be interested in mentoring a colleague on this process?