



Mississippi University for Women
Assessment Planning Guide

Office of Institutional Research and Assessment

<https://web1.muw.edu/instra>

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The Institutional Planning and Effectiveness Process

Why is assessment important?

According to SACS accreditation requirements and MUW's Vision, Mission, and Guiding Principles (VMGP) listed below, assessment is essential for maintaining the University's very existence – SACS approval – and maintaining the University's integrity – MUW's core values (VMGP). Therefore, assessing academic programs and non-academic units is vital to Mississippi University for Women.

SACS Principle 7.1 (Section 7: Institutional Planning and Effectiveness)

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporates a systematic review of institutional goals and outcomes consistent with its mission. (Institutional planning) -(Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 57)

SACS Principle 7.3 (Section 7: Institutional Planning and Effectiveness)

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness) - (Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 62)

SACS Principle 8.1 (Section 8: Student Achievement)

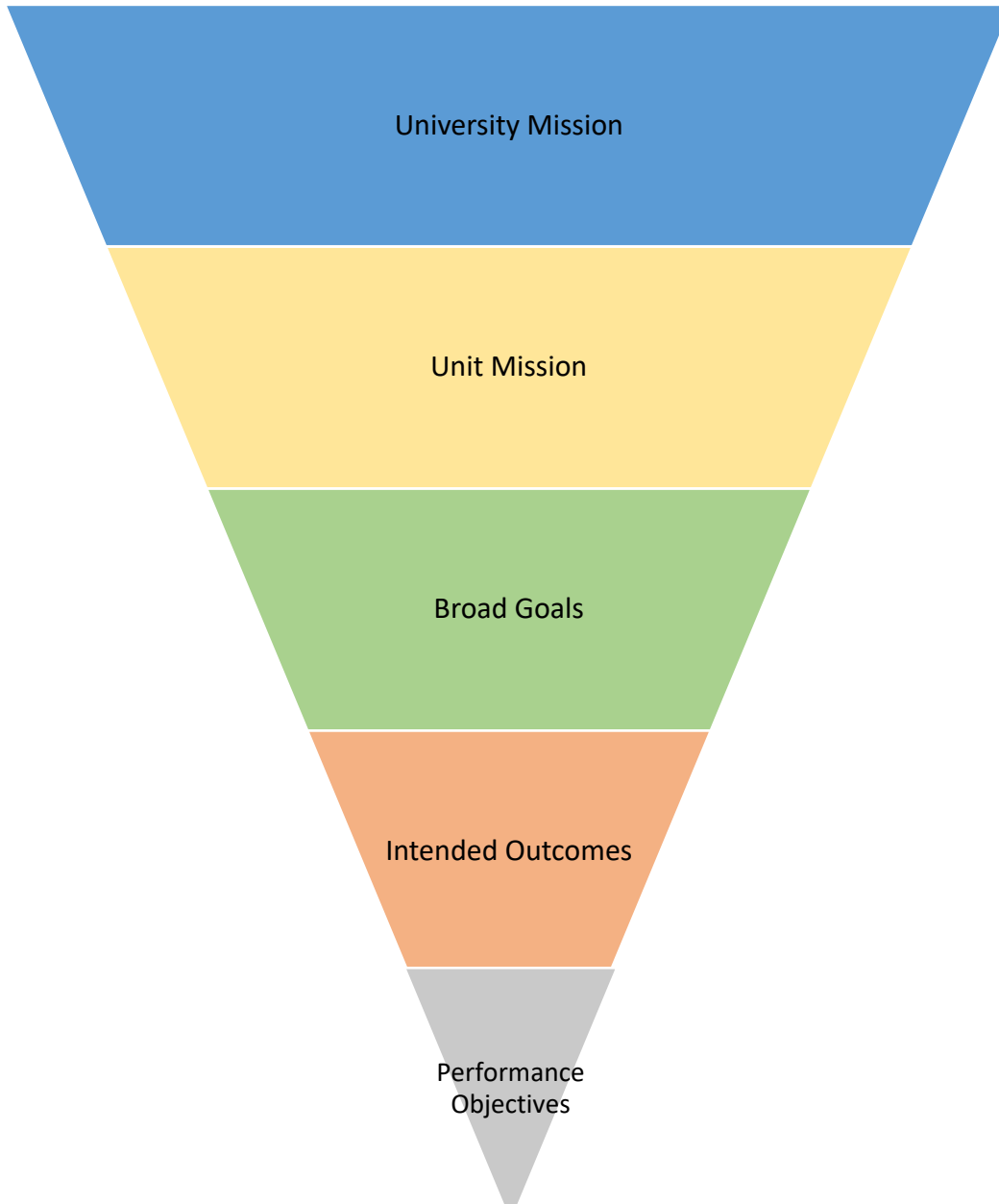
The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) - (Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 65)

SACS Principle 8.2 (Section 8: Student Achievement)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
8.2.a. – Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)
8.2.c. – Academic and student services that support student success. (Student outcomes: academic and student services) (Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 67)

Process Overview

Mississippi University for Women (MUW) values continuous improvement through the institutional effectiveness processes. SACSCOC defines Institutional Effectiveness as the systematic, explicit, and documented process of measuring institutional performance against the mission in all aspects of an institution. SACSCOC outlines what is expected in Sections 7 and 8 in the Resource Manual for The Principles of Accreditation (<https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>).



MUW's Vision, Mission, and Guiding Principles

The work of institutional effectiveness begins with the University's Vision, Mission, and Guiding Principles (VMGP). The VMGP provides the overarching framework for strategic priorities and goals.

Vision

"Building on its long tradition of excellence in liberal arts and professional education, as well as its historic focus on academic and leadership development for women, Mississippi University for Women will continue to be a University that prepares both women and men for successful lives by **providing a high-quality education** in a personalized learning environment."

Mission

"Mississippi University for Women provides high quality undergraduate and graduate education for women and men in a variety of liberal arts and professional programs while maintaining its historic commitment to academic and leadership development for women. Emphasizing a personalized learning experience, the University engages in a variety of instructional methodologies to provide educational opportunities in a diverse and inclusive environment. The institution promotes research, scholarship, and creativity to enhance student development and achievement as a platform for lifelong education and growth."

IHL Board approval Oct 2021

Guiding Principles

"MUW **provides high-quality instructional programs that emphasize teaching and learning**. With faculty and staff of the highest caliber, MUW is dedicated to providing a campus environment that **encourages lifelong learning, strong career preparation, and personal growth**. Graduates are expected to have skills in communication, technology, and critical thinking, as well as an awareness of self, gender-related issues, cultural diversity, and responsible citizenship.

MUW is **student oriented**. MUW **provides small classes and emphasizes personalized student attention, so that each student will have the opportunity to succeed**. MUW offers a student-life program that stimulates learning and leadership development.

MUW **values research, scholarship, and creativity**. While MUW is primarily a teaching institution, the University **supports research, scholarship, and creativity to enhance** the professional development of **faculty and staff** in order **to better prepare students**.

MUW is **committed to diversity** among its faculty, staff, and students. The faculty, staff, and students of MUW represent the global society in which we live. MUW **believes that diversity allows students to grow in their understanding of self and others**.

MUW *endorses sound organizational principles* and is *committed to operational efficiency, collaborative strategic planning, institutional effectiveness, and creative problem solving.*

MUW *meets regional, state, and national needs for higher education.* The University responds to the *needs of the local community* by providing *cultural activities; programs for intellectual, professional, and social development;* and by *assisting in economic development.* MUW extends its outreach to the state and nation using multiple delivery methods, including the internet and other advanced systems.

MUW is *committed to public service.* MUW *forms partnerships* with businesses, as well as with educational, governmental, public service, and charitable organizations, *to create opportunities that provide economic and social advantages for the institution, community, and region."*

(<http://www.muw.edu/about-muw#mission>)

Strategic Priorities and Broad Goals 2021

A broad-based campus committee has examined data about MUW, reviewed initiatives underway, listened to constituent voices, discussed areas of opportunity, and helped develop focus areas for the near future based on existing and potential strengths of the University. After review by the larger campus community, these priorities are now being adopted to help guide resources and efforts over the next 3-5 years.

A 25-member committee made up of faculty, staff, students, and community members met in the spring of 2021 to develop the following priorities and goals. The process was led by one faculty member and one staff member, Dr. Kimberly Dorsey and Dr. Melinda Lowe. The Priorities 2021 Strategic Priorities and Goals, membership and meeting minutes are located at <https://www.muw.edu/priorities>.

Priority: Academic Excellence

Academics are at the heart of a MUW education. Our dedicated faculty, respected in their fields, champion a commitment to teaching shaped by their research, scholarship, and creative expressions. Partnered with an equally committed staff, they foster a learning environment that is both broad and highly personalized. For the W, academic excellence results in graduates who are equipped for the competitive and diverse global economy.

GOAL 1: Provide a comprehensive academic experience

The W is committed to an academic environment that fosters critical thinking, excellence in written and oral communication, creative expression, and civic engagement. By capitalizing on the University's personalized learning environment our goal is to create and instill in our students an attitude of active engagement and investment in their learning. We also commit to creating opportunities for co-curricular programming through the cultivation of diverse campus communities.

GOAL 2: Prepare students to be life-long learners and contributing members of today's global economy

The W is committed to providing high quality accessible resources and services to support excellence in learning, teaching, and research for our students and faculty. With an emphasis on developing and enhancing student research, creative activity, and faculty mentoring, we hope to create opportunities to produce and share original work with other researchers, future employers, and graduate programs, and to ensure that students are equipped to participate actively in ever-changing social and economic challenges.

GOAL 3: Provide resources to foster excellence in teaching

The W is committed to enhancing accessibility in all traditional, hybrid, and online learning environments. By creating an equitable learning experience with a foundation of instructional support and innovation for faculty and staff, we will offer a rich educational environment and University experience for our students.

GOAL 4: Recruit and retain a diverse faculty and staff

The W is committed to enriching the learning experience of our students and the campus culture through an investment in attracting and retaining a diverse group of faculty and staff. We will continue to create a welcoming environment by investing in our rich campus community and additional support, including competitive salaries, that will ensure retention of current and new faculty and staff.

Priority: Advancement Excellence

A strength of any institution is the level of engagement with those it serves. At The W, that includes a diversity of constituents: students, faculty, staff, alumni, friends, the community, and elected officials. By cultivating these relationships, we build support critical to the future of The W. One important outcome of valued relationships is the continued generosity of our larger W family, providing resources that allow us to improve quality across all aspects of the institution.

GOAL 1: Continue a culture of giving

To ensure we reach the next level of excellence, The W must continue a culture of giving that encourages participation through gifts of time, resources, and talents that strengthen and improve the institution. We must provide structures that can align constituents more closely with their interests and background at the University. The W will encourage this culture at the time students enroll at the University and continue to reinforce it throughout their educational progress and beyond.

GOAL 2: Foster pride in the University and its programs

By continuing to foster alumni pride, The W can be successful in its first-ever major gifts campaign designed to support key University initiatives such as academic program enhancements, athletics, campus improvements, scholarships, and recruitment. We will also strive to solicit resources to recruit, retain, and support faculty and their research to enhance the academic environment of excellence. These constituencies can be valuable ambassadors for the University in recruiting potential students, as well as mentoring and helping retain enrolled students.

GOAL 3: Offer more programming representative of diverse alumni base

While planning events, affiliations will continue to be developed through academic college alumni groups and other identifiable constituencies. Increasing participation in programming such as Homecoming, special events, and Alumni Office activities, while broadening access to all alumni by offering virtual options will be key.

GOAL 4: Provide resources to assist students financially

Enhance the recruitment of high ability students to continue to build a climate of academic excellence. We will also endeavor to provide adequate financial resources to students to complete their studies and to include resources for student research and travel. Private contributions will be elicited to provide greater academic opportunities through awards. Scholarship structures and disbursements will be continually reviewed and aligned to support existing and future programs, services, facilities, and activities.

GOAL 5: Enhance services to shape career-ready graduates

Continue to provide an environment that will enhance classroom experiences and assist students and alumni with career goals. By introducing emotional intelligence career training, students can develop critical competencies, regardless of major, to help them successfully interact with co-workers and clients to build the foundation as a high-performance team member in their profession. This training advances effective communication and collaboration and provides resources to navigate career-related challenges and conflicts on both a personal and professional level.

Priority: Community Connections

The W's unique niche is not confined by geographic boundaries. By serving its communities through programs and partnerships, both locally and globally, the University will continue to communicate its value and explore ways to create significant impact through its areas of strength. It should also identify innovative and diverse approaches that enhance health, quality of life, cultural enrichment, and society's overall economic potential.

GOAL 1: Cultivate collaborations to create healthy and vibrant communities.

One of the strengths of the University is its emphasis on a holistic approach to health and wellness that focuses on all aspects of a person's well-being. The W should capitalize on current academic, community outreach, and other initiatives in order to increase collaborations between campus units and public communities through regional partners and online audiences.

GOAL 2: Provide outreach to underserved and diverse populations of our communities

We are committed to identifying the underserved and diverse populations of our communities, understanding that they are not limited to just one group or demographic. The University can increase inclusive initiatives to provide better access to campus resources, programming, and outreach efforts to enhance the well-being of our communities.

GOAL 3: Forge meaningful and engaged partnerships that provide real-life experiences for students

By enhancing relevant partnerships with businesses, hospitals, nonprofits, K-12 schools, community colleges, and other agencies, The W will provide real-life experiences. These partnerships create future employment opportunities, develop civic awareness, and enrich the student experience. Developing internships, community, and service-learning activities will create mutually beneficial exchanges, and serve our communities by providing a future workforce to support economic and personal growth.

GOAL 4: Contribute to the cultural enrichment of our communities

The W serves as a cultural hub for the campus and broader communities. By utilizing our liberal arts emphasis and creativity of our campus community, we can provide accessible, inclusive, and diverse events and programming to enhance cultural competencies and enrich the lives and perspectives of all within our communities.

Priority: Degree Completion

The W recognizes that Degree Completion requires recruitment, retention, and support through graduation and into a career. We aim to provide wholistic support for all students throughout their time at the University.

GOAL 1: Recruit a diverse student body to ensure a vital University community

The W will engage in recruiting a diverse student body for its undergraduate and graduate programs. With a commitment to its mission of providing a liberal arts education and professional programs to prepare students for a wide range of careers, the University will support current majors and programs, while developing new programs targeted to prospective students' interests and goals.

GOAL 2: Provide equal access to advising, mentoring, and support services to all students

With a continued emphasis on academic advising and related support services, The W will help students choose academic pathways that match their interests and skills and lead to completion in a reasonable time. The W will support students with services such as peer mentoring, tutoring, and career counseling to meet the needs of the whole student to ensure retention and progress toward a degree. Equivalent support services should be made available to residential, commuting, and distance students.

GOAL 3: Assist students to maintain financial, physical, emotional, and mental well-being

Acknowledging that students' financial, physical, emotional, and mental well-being are directly connected to student success and degree completion, The W will continually review scholarship structures, disbursements, and work-study opportunities to assist students with identified areas of financial need. The W will also support students' financial, physical, emotional and mental well-being through mentoring counseling, advising, and health services.

GOAL 4: Support students through degree completion and into their careers

To connect students with desirable outcomes of degree completion, The W will ensure that academic programming provides students with competitive knowledge and skills that translate into leadership in their careers by providing opportunities for internships, preceptorships, conferences, and other professional engagement.

Priority: Diversity, Equity & Inclusion

The W is on a mission to create a welcoming, diverse, equitable, and inclusive campus climate for all. As the University strives to reach the highest levels of academic excellence, it's also essential that the University foster an environment where all members of the campus community can flourish. Diversity recognizes the value of varied perspectives which helps drive innovative solutions to an ever-changing world.

GOAL 1: Create an inclusive and equitable campus climate reflective of the growing diversity in our communities, state and nation

We will work to create an environment in which all campus community members, including those who are underrepresented, are welcomed and supported, and differing perspectives and contributions are sought out and valued.

GOAL 2: Communicate mission and or vision statement on inclusive values

Diversity crosses all aspects of the University community. We will communicate and promote widely to all key stakeholders The W's commitment to diversity, equity, and inclusion to ensure all know they are welcomed here.

GOAL 3: Connect internal and external constituencies to opportunities at the University

In understanding the needs of the campus community, we will work to connect communities to one another to create a sense of belonging, trust, and credibility for all groups, including internal and external stakeholders of The W family.

GOAL 4: Capture, promote and enhance overall curriculum and programming that enhances multicultural awareness and understanding

We will work to create opportunities for the campus community to gain awareness of cultural differences, to be open to diverse perspectives and to have the ability to interact effectively with people different from themselves.

Priority: Financial Sustainability

A financial model supports the efforts and goals of academics, student services, and the campus as a whole. The W's mission-driven approach involves clear strategic planning and actions that ensure the ongoing financial health of the University.

GOAL 1: Develop a strategic budget model

MUW will continue to develop business practices to safeguard and enhance the financial health of the University. Our budget model will maintain a commitment to investing in new resources that ensure a successful student experience.

GOAL 2: Enhance and maintain campus infrastructure and facilities

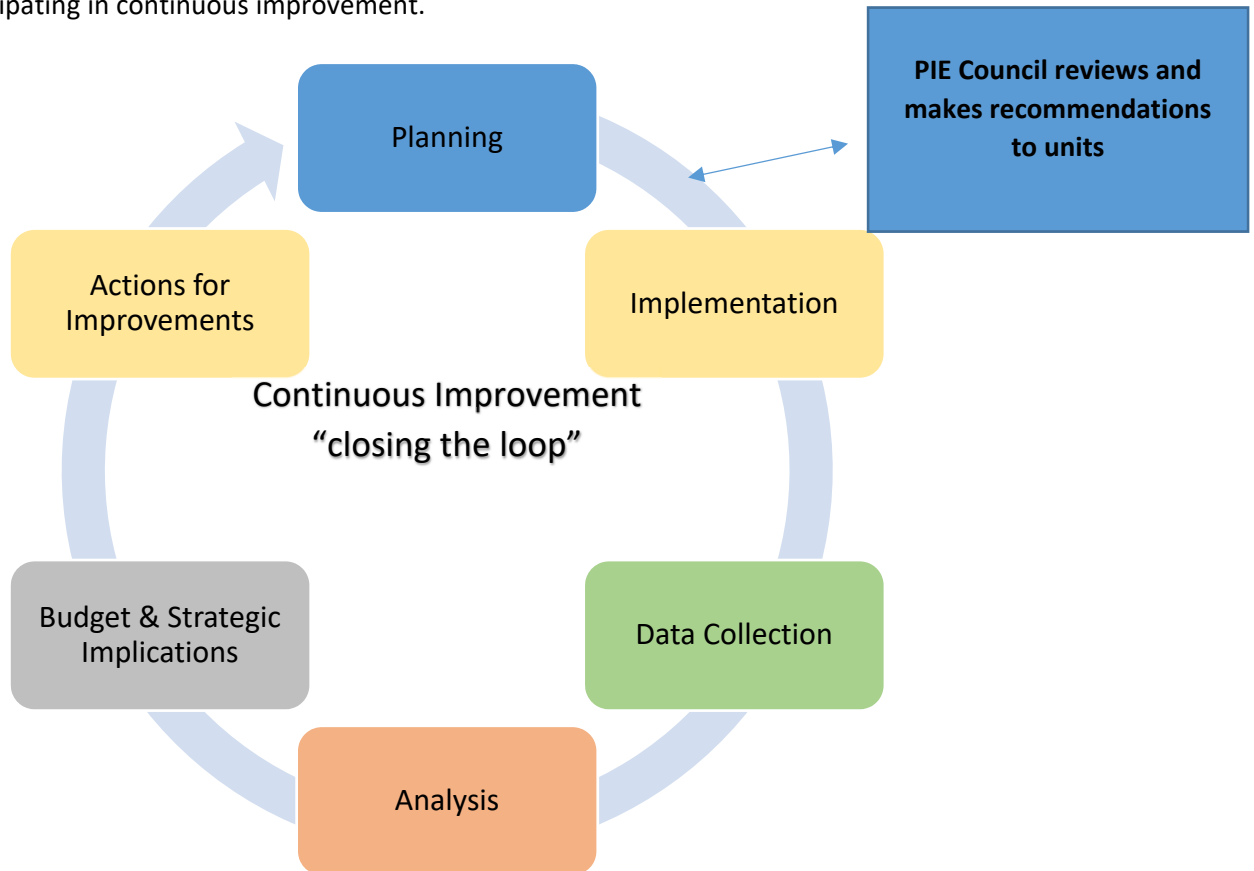
As appropriate for an historic public regional University, MUW will develop support for infrastructure and operations, including grants and other development opportunities to improve security, stability, and access, as well as to remain current with effective course delivery methods.

GOAL 3: Invest in faculty and staff hiring and development

The W is committed to recruiting, hiring, and retaining a diverse and outstanding faculty and staff. To ensure this we will work to pursue funding opportunities to enhance and create equitable salaries that are competitive with peer institutions across the region.

Institutional Effectiveness Process

To evaluate the University's progress towards meeting these broad goals, the University identifies campus units (**Appendix A**) to participate in a cyclical process on an annual basis. A review of the results and how they are used are reviewed by the Planning and Institutional Effectiveness (PIE) Council (Policy #3538), which is chaired by the SACSCOC liaison, to ensure the University is participating in continuous improvement.



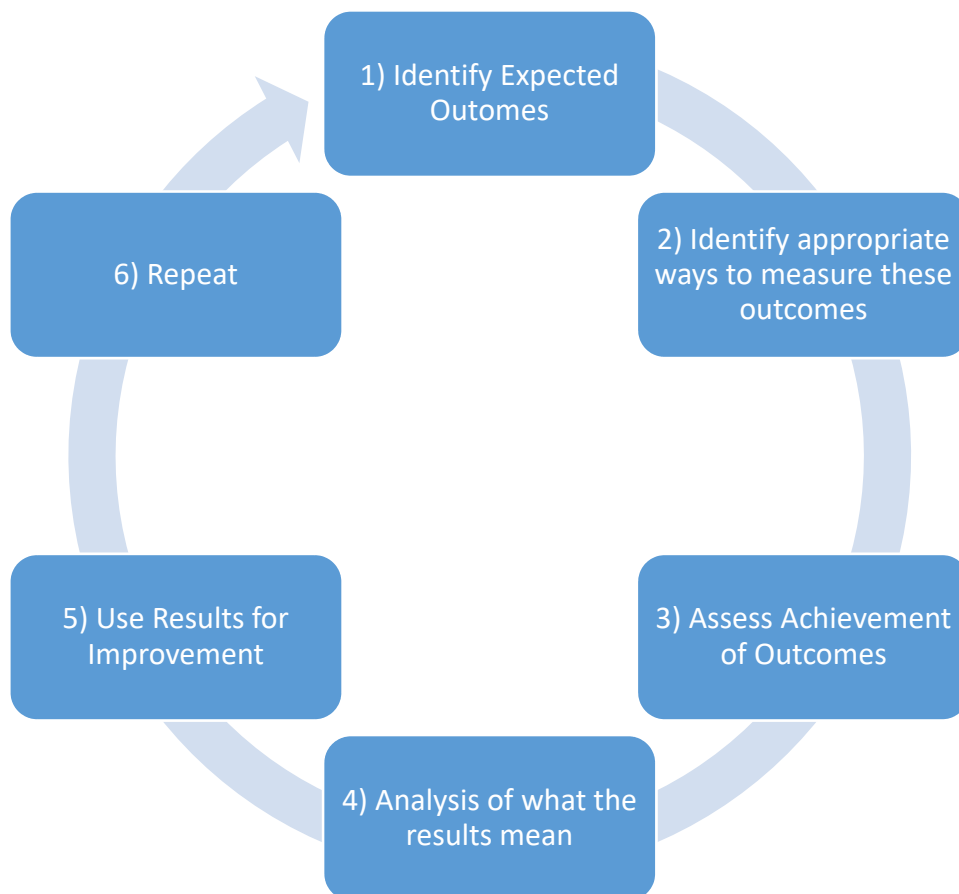
Assessment plans and results are used to evaluate the academic programs and non-academic units listed in **Appendix A**. Individual plans show support for the University's Vision, Mission, and Guiding Principles (VMGP) and the current strategic priorities and goals. The annual institutional effectiveness processes are required to identify expected outcomes, assess the extent to which they achieve these outcomes, and provide evidence of improvement based upon analysis of the results.

What is assessed?

Academic units, including undergraduate and graduate degree programs, minors and certificates, awarded by the University are assessed to coincide with SACSCOC Standard 8.2.

The Institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its education programs.
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
- c. Academic and student services that support student success



Additionally, SACSCOC Standard 7.3 states “The Institution identifies expected outcomes of its administrative support services and demonstrates the extent to which outcomes are achieved.

The units required to participate in this process are updated annually in **Appendix A**.

PIE Council Peer Review Process

Every three years, the Planning & Institutional Effectiveness Council (PIE Council) completes a Peer Review process of all academic and administrative assessment plans. This consists of various PIE Council subcommittees reviewing assessment plans and results from the past three years. This is part of our campus institutional effectiveness processes as outlined in SACSCOC requirements 7.1, 8.2.a, and 8.2.c. To ensure a consistent review process, PIE Council members were given a Review Rubric to score each unit's assessments. Members were also provided a Progress Report template to share their findings and provide any comments regarding their review. Each subcommittee was assigned a variety of academic and administrative plans. Committee members were not assigned their own plans to review. The review focused on three main areas: results of program assessment, documentation of review and communication, as well as the documentation of the use of results for continuous improvement. This review process began in Fall 2016, and has been completed in Fall 2019 and Fall 2022 as well. The rubric used is listed in **Appendix B**.

Academic Program Planning and Assessment

Each degree program listed on the Mississippi Institutions of Higher Learning (IHL) Academic Program Inventory (API) is required to have a plan that is assessed annually, with the exception of low-enrolled programs (defined as enrollment of *five or less*). Also, a minor is required to be assessed annually if it has a CIP Code that is not attached to one of the IHL degree programs. A list of all academic programs requiring assessment plans is in **Appendix A**. Low-enrolled programs (**Appendix C**) will report out results at least every three years using aggregated data collected over that time period. The primary purpose of institutional effectiveness is to systematically improve the quality of student learning, teaching, and processes at MUW. The University's institutional effectiveness processes demonstrate compliance with a SACSCOC core requirement, several comprehensive requirements, and one federal requirement.

The academic institutional effectiveness process for a given program is guided by an identified assessment coordinator (**Appendix D**). The coordinator is responsible for bringing faculty together to adopt goals and outcomes for the unit. Each unit should have a minimum of two broad goals, three student learning outcomes, a student achievement outcome, a general education outcome for undergraduate programs, a research outcome for graduate programs, and a program outcome that is linked to and consistent with an appropriate University strategic priority and goal. In some cases, an outcome can be counted in more than one category.

Each program plan will include the following elements: program mission statement, program goals, student learning outcomes, general education outcomes (UG), research outcomes (GR), student achievement outcomes, program outcomes, achievement targets, and assessment methods.

Program Mission Statement that Supports the University Mission

A Program Mission Statement reflects the purpose of the program. This must include a General Education competency that is reflected in the General Education Goals set forth by the University for undergraduate studies. A simple way to set up the program mission statement is to ask "What are the three most important things the students need or should know to be competent in the professional

setting when they graduate with “X” degree?” The mission statement is succinct, only three to five sentences.

Program Goals

Goals are broad, general statements of what the program, course, or activity intends to accomplish. Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.). Goals should provide a framework for determining the more specific educational objectives of a program and should be consistent with the mission of the program and the mission of the institution. A single goal may have many specific subordinate learning objectives {outcomes}.

Student Learning Outcomes (SLO)

SLOs are general statements of what students are expected to know or to be able to do. Programs should have three or more SLOs, and at least one should be a **general education outcome (GEO)** if for an undergraduate program or a **research outcome (RO)** if for a graduate program. *Grades alone cannot be used to measure the effectiveness of SLOs. Objectives {Outcomes} are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.*

Some Questions to Ask Yourself when Writing your Student Learning Outcomes.

*(1) What should an MUW graduate in “program” know and be able to do? *This will help to articulate your outcome.*

*(2) How does this information help improve the quality of my program at MUW? *This will help to create valuable outcomes that are pertinent to your program.*

******Programs must have at least THREE SLOs throughout the plan! For example, the plan has two goals. A plan may have one SLO for Goal #1 and two SLOs for Goal #2, or vice versa.***

General Education Outcomes (GEO) (Undergraduate Studies Only)

Outcomes that are correlated to the General Education Goals set by the University. The General Education Goal must be reflected in the program’s mission statement. The GEO may also act as an SLO; however, the GEO must be labeled within the assessment plan to reflect the goal in the mission statement {i.e. GEO 1.a. or GEO 3.c.}. When assessing the GEO, the Assessment Type must be an AAC&U VALUE Rubric. The AAC&U VALUE rubrics are nationally validated and act as a uniform assessment tool to provide standards of measurement for long-term evaluations across the University. Furthermore, these rubrics were adopted for General Education Assessment by the University. Also, to utilize the VALUE Rubric that is tied to the General Education Goal, the GEO Assessment Method must be an assignment within the program that is created to utilize the VALUE Rubric. **Program must have at least one GEO throughout the plan! (Remember this can be an SLO).** See **Appendix E** for the General Education Value Rubrics.

General Education Goals

1. Critical Thinking & Effective Communication: Students will demonstrate the ability to

- a. Evaluate information for the purposes of making informed decisions (Problem Solving VALUE Rubric)*
 - b. Analyze the arguments and points of view of others (Critical Thinking VALUE Rubric)*
 - c. Present information, arguments, and ideas in oral, written and visual forms for their contexts (Written Communication/Oral Communication VALUE Rubric)*
- 2. Cultural Literacy: Students will demonstrate the ability to
 - a. Analyze individual aesthetic and cultural works (Intercultural Knowledge & Competence VALUE Rubric)*
 - b. Compare human endeavors across cultures and through history (Intercultural Knowledge & Competence VALUE Rubric)*
 - c. Discuss global perspectives and cultures objectively (Intercultural Knowledge & Competence VALUE Rubric)*
- 3. Quantitative and Technology Skills: Students will demonstrate the ability to
 - a. Solve problems, draw conclusions, and make predictions using quantitative information (Quantitative Literacy & Analysis VALUE Rubric)*
 - b. Analyze quantitative information presented in different formats (Quantitative Literacy & Analysis VALUE Rubric)*
 - c. Adapt to emerging technologies (Quantitative Literacy & Analysis VALUE Rubric)*
- 4. Understanding of Self, Society, and The Natural World: Students will demonstrate the ability to
 - a. Analyze the interactions between the individual and society (Civic Engagement VALUE Rubric)*
 - b. Engage in activities that promote personal and civic well-being (Civic Engagement VALUE Rubric)*
 - c. Apply the scientific method to solve problems (Inquiry & Analysis VALUE Rubric)*
- 5. Life-Long Learning: Students will demonstrate the ability to
 - a. Transfer general education strands to their major fields of study and to make connections between disciplines (Foundations & Skills for Life-long Learning or Teamwork VALUE Rubrics)*

Research Outcomes (Graduate Studies Only)

Objectives {Outcomes} are brief, clear statements that describe the desired research outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.

Some Questions to Ask Yourself when Writing your Student Research Outcomes

*(1) What should an MUW research graduate in “program” know and be able to do? *This will help to articulate your outcome.*

*(2) How does this information help improve the quality of my program at MUW? *This will help to create valuable outcomes that are pertinent to your program.*

*****Programs must have at least one RO! (graduate studies only) (May also act as an SLO)**

Student Achievement Outcomes (SAO)

SAOs are general statements regarding students' accomplishments in the program or upon the program's completion. The means of assessment could include but is not limited to retention data, licensure pass rates, graduation rates, graduate school placement, and job placement data. This information can be collected through survey results, exit interviews, and data analysis. Programs must have at least one SAO! (May also act as an SLO)

Program Outcomes (SPG)

SPGs are general statements about the quality of the program and are directly tied to a University strategic priority and goal.

The Office of Institutional Research and Assessment will assist in collecting and analyzing data to help improve academic programs. The following reports are available through the office's website (muw.edu/instra) or upon request:

- Annual Fact Books
- Graduation Survey Results
- Student Level Archived Data
- Retention and Graduation Rate Data.

The programs will assess the outcomes and show evidence of improvement based upon the results.

Achievement Target

These are benchmark values to measure whether or not a student has met the outcome. How do you (the instructor) know if the student met the outcome? *****Recommended to have no more than three Achievement Targets per outcome!**

Assessment Methods

These are methods of evaluating the Achievement Targets. There are two types of assessment: (1) Direct and (2) Indirect.

Examples:

(1) Direct (all students)

- a. Capstone Projects/Senior Projects
- b. Samples of Student Work
- c. Project-Embedded Assignment
- d. Observations of Student Behavior (Internships)
- e. Performance on a Case Study/Problem
- f. Pre- and Post-Tests

(2) Indirect (sample)

- a. Alumni, Employer, Student Surveys
- b. Focus Groups
- c. Job Placement Statistics
- d. Exit Interviews

Assessing academic programs require goals, outcomes, achievement targets and assessment methods. Every program requires at least two goals. Every program requires three categories of outcomes: (1) Student Learning Outcomes; (2) Student Achievement Outcomes; and (3) Program Outcomes. In addition to these three categories, undergraduate programs also have General Education Outcomes and graduate programs also have Research Outcomes. There must be at least three Student Learning Outcomes, one General Education Outcome (may also act as an SLO) for undergraduate programs, one Student Achievement Outcome, one Program Outcome, and one Research Outcome for graduate programs (may also act as an SLO).

Every program is recommended to have no more than three Achievement Targets per Outcome, unless program accreditation requires additional information. You must use at least one Direct Assessment Method in your plan. It is recommended that you use at least one Indirect Assessment Method.

See **Appendix F** for an Academic Assessment Plan Form. See **Appendix G** for a **Checklist When Creating or Updating an Academic Assessment Plan**. See **Appendix H** for an **Annual Checklist for Academic Assessment**. See **Appendix I** for how to enter information into the assessment software.

MUW's Academic Assessment Timeline Process

May:

The week final grades are due, according to the academic calendar, assessment coordinators will input program results and follow-ups into the assessment software. **Notify Institutional Research & Assessment when this is completed so that we can review your plan for errors.**

Departments Chairs provide written review in assessment software and submit to Dean. **Notify Institutional Research & Assessment when this is completed so that we can check you off the list.**

Department reviews Plan for upcoming year and recommends changes to Chair and Dean for approval. These changes should be based on the prior academic year's results and the current Strategic Planning initiatives.

June 30:

Dean provides written review in assessment software. **Notify Institutional Research when the review is complete so that Institutional Research & Assessment can check the plan off, provide any necessary feedback, and archive your plan.**

June – May:

You should Implement and Assess Plans. You should also discuss with your department throughout the academic year.

Non-Academic/Administrative Unit Planning and Assessment

Who assesses?

Non-academic units, including academic, student, and administrative support services, must complete an assessment plan annually. A list of all units requiring assessment plans is in **Appendix A**.

The non-academic institutional effectiveness process for a given program is guided by an identified assessment coordinator who is typically the director or department head (**Appendix D**). The coordinator is responsible for bringing employees together to adopt goals and outcomes for the unit that are directly tied to the University strategic priorities and goals. Each unit plan should have the following elements: a mission statement, minimum of two goals, four outcomes, achievement targets, and assessment methods.

Mission Statement

Statement that reflects the purpose of the unit. The mission statement is succinct, only three to five sentences. Structure of a mission statement: The mission of (name of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).

Goal

Goals are broad, general statements of what the unit intends to accomplish. Goals describe broad operational outcomes and concepts expressed in general terms. Goals should provide a framework for determining the more specific operational objectives of the unit, and should be consistent with the mission of the unit and the mission of the institution. A single goal may have many specific subordinate operational objectives {outcomes}. The operational goals must be selected from the University's Strategic Priorities and Goals and be labeled to reflect the priority or goal that is selected (i.e. SPG 1.a. or SPG 4.c.). Must have at least TWO Goals for the assessment plan!

Outcomes

Outcomes are brief, clear statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the administrative unit and exactly what the services should promote (understanding, knowledge, awareness, appreciation, etc.). Must have at least FOUR Outcomes throughout the assessment plan!

Achievement Target

This is a benchmark value to measure whether or not the unit has met the outcome. How do you know if the unit met the outcome? It is recommended to have no more than three Achievement Targets per outcome!

Assessment Method

Method of evaluating the Achievement Target. There are two types of assessment: (1) Direct and (2) Indirect. **You must use at least one Direct Assessment Method in your plan. It is recommended that you use at least one Indirect Assessment Method.**

Examples

(1) Direct (each individual)

- ❖ Customer Satisfaction
- ❖ Retention
- ❖ Time
- ❖ Cost
- ❖ Efficiency
- ❖ Productivity
- ❖ Analysis of error rates, processing time
- ❖ External funds awards
- ❖ Funds raised in response to outreach efforts
- ❖ Analysis of service usage
- ❖ Review of website hits and downloads
- ❖ Audit reports
- ❖ Percentage of requests for services fulfilled

(2) Indirect (sample)

- ❖ Perceived Timeliness
- ❖ Perceived Capability
- ❖ Surveys of customer satisfaction
- ❖ Focus groups, individual interviews, phone surveys
- ❖ Formal feedback from advisory groups or committees
- ❖ Percentage of target students served
- ❖ Comparisons to best practices in the profession
- ❖ Benchmarking with peer institutions
- ❖ Student success rates (e.g., employment)
- ❖ External reviews by consultants or accrediting bodies

The Office of Institutional Research and Assessment will assist in collecting and analyzing data to help improve non-academic units. The following reports are available through the office's website or upon request:

- Graduation Survey Results
- Faculty and Staff Satisfaction Survey Results
- Student Level Data
- Retention and Graduation Rate Data.

Examples of individual unit data that could be used to assess a unit's effectiveness are:

- Turnaround Time
- Customer Satisfaction Surveys
- Exit Interviews
- Workshop Evaluations
- Conference/Workshop/Training Participation
- Audits
- Visits
- Record Counts

- Grants Awarded
- Efficiencies.
- Financial Savings

See **Appendix J** for the Non-Academic Assessment Plan Form. See **Appendix K** for a **Checklist When Creating or Updating a Non-Academic or Administrative Plan**. See **Appendix L** for **Annual Checklist for Non-Academic or Administrative Assessment**. See **Appendix M** for Instructions on how to enter information into the assessment software.

MUW's Administrative Assessment Timeline Process

May:

The week final grades are due, according to the academic calendar, assessment coordinators will input unit results and follow-ups into the assessment software. Notify Institutional Research & Assessment when this is completed so that we can review your plan for errors.

Department reviews Plan for upcoming year and recommends changes to Cabinet Member / Supervisor for approval. These changes should be based on the prior academic year's results and the current Strategic Planning initiatives.

May 30:

Each campus unit submits their Assessment Results and Plans for the upcoming year to their MUW Cabinet Member / Supervisor for review. **Notify Institutional Research when the review is complete so that Institutional Research & Assessment can check the plan off, provide any necessary feedback, and archive your plan.**

June – May:

You should Implement and Assess Plans. You should also discuss with your department throughout the academic year.

Appendix A: List of Assessment Units

2022-2023 Academic Units	
<u>Programs</u>	
1	500703 Art History – Minor
2	260101 Biology (including Minor and Secondary Education Certification) - BS
3	520201 Business Administration (including Minors: Accounting, General Bus., Health Care Mgt, Human Resource Mgt, Mgt, MIS, Mkt, Nonprofit Mgt, Sports Mgt, and Certificates: General Bus. – Exec. Cert.) – BAS, BBA
4	520201 Business Administration - MBA
5	400501 Chemistry (Including Minor) - BS
6	090101 Communication (including Minor) - BA, BS
7	231302 Creative Writing - MFA
8	120599 Culinary Arts (including Minors: Culinary Arts, Culinary Mgt, Nutrition, and Pastry Arts; also includes students in the Bus. Admin – Culinary Arts concentration) - BS, BAS
9	250101 Digital Studies - Minor
10	190706 Early Childhood Development - BS
11	130101 Education – MEd
12	131202 Elementary Education - BS
13	230101 English - BA (including Minors: English, Creative Writing; including Certifications: Secondary Educ. and TESL)
14	513899, 513805 Family Nurse Clinician (including Post-Master’s Certificate) - MSN
15	190101 Family Science (including Certificate: Child Advocacy Studies) - BS
16	500601 Film Studies - Minor
17	500101 Fine Arts (including Minors: Graphic Design and Studio Art) - BFA
18	160101 Foreign Language - Minor
19	160901 French - Minor
20	301101 Gerontology - Minor
21	540101 History (including Minor and Secondary Education Certification) - BA
22	Honors College - Program
23	450701 Human Geography - Minor
24	309999 Interdisciplinary Studies (including Minors: American, International Studies, Medieval/Renaissance Studies, Social Studies) - BA, BS
25	310501 Kinesiology (including Exercise Science Minor) – BS
26	220302 Legal Studies (including Minor) - BA, BS
27	270101 Mathematics (including Minor and Secondary Education Certification) - BA, BS
28	500901 Music (including Minor) - BA, BM
29	513801 Nursing – ASN
30	513801 Nursing – BSN
31	513818 Nursing Practice - DNP
32	380101 Philosophy - Minor (including Applied and Professional Ethics - Certificate)

33	400101 Physical Sciences - Secondary Education Certification - BS
34	451001 Political Science (including Minors: Political Science Minor and Nonprofit Advocacy) - BS
35	220001 Pre-Law - Minor
36	240199 Professional Studies - BPS
37	420101 Psychology (including Minor) – BA, BS
38	512201 Public Health - MPH
39	512207 Public Health Education (including Minor) – BS, BAS
40	380201 Religious Studies - Minor
41	131205 Secondary Teacher Education - MAT
42	160905 Spanish (including Minor and K-12 Certification) - BA
43	510203 Speech Language Pathology - BS
44	510203 Speech Language Pathology - MS
45	500101 Theatre – (including Minor) - BA
46	500506 Theatre Education - MFA
47	240102 University Studies (C2C Program), BUS
48	050207 Women's Leadership - MA
49	050207 Women's, Gender, and Sexuality Studies (including Minor) - BA

	2022-23 Non-Academic/Administrative Units
	<u>Academic and Student Support Services</u>
1	Admissions
2	Athletics
3	Campus Recreation
4	Center for Teaching and Learning
5	Counseling Services
6	Financial Aid
7	Housing and Residence Life
8	Library
9	Registrar
10	Dean of Students
11	Student Life
12	Student Success Center
13	Study Abroad
14	Systems and Network
	<u>Administrative Support Services</u>
1	Development and Alumni
2	Facilities Management

3	Human Resources
4	Information Systems
5	Institutional Research and Assessment
6	Police Department
7	Outreach and Innovation
8	Outsourced Enterprises (bookstore, food services)
9	Resources Management
10	University Accounting
11	University Relations

Appendix B: Assessment Progress Rubric

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary	Total
1. Results of program assessment				
A. Presentation of results				
No results presented	Most of results are present, but it is unclear how they relate to the outcomes or the desired results for the	Majority of results are present, and they directly relate to the outcomes and the desired results for outcomes but presentation is unclear or difficult to	Majority of results are present, and they directly relate to outcomes and the desired results for outcomes are clearly presented.	
B. History of results				
No results presented or Result Type for all years are Inconclusive .	Most year's results have a Result Type as Inconclusive.	Majority of year's results have a Result Type of Target Met or Target Not Met with few inconclusive findings.	All Result Types are Target Met or Target Not Met.	
C. Related supporting documentation <i>*some are shown as file attachments or raw data included in results and analysis section</i>				
No related supporting documentation provided	Related documentation provided for one year or one outcome.	Majority of years and outcomes have related supporting documentation	All years and outcomes have related supporting documentation.	
2. Documents how results are shared with faculty/stakeholders. May be found in Actions/Follow ups and/or Review Comments on page 1 (developing standard and most assessments plans are expected to rank low, this is an area for university wide improvement)				
No evidence of communication	Information provided to limited number of faculty or communication process unclear.	Information provided to all faculty, mode of program meetings, e-mails, and details of communication clear.	Information provided to all faculty, mode, and details of communication clear. In addition, information shared with others such as advisory committees, other stakeholders, or to conference attendees.	
3. Documents the use of results for improvement Actions and Follow-up				
A. Program modification and improvement regarding student learning and development				
No mention of any Actions or Follow-up.	Actions stated but the link between them and the assessment findings are not clear.	Actions (or plans to modify) stated directly relate to findings of assessment. However, the modifications lack specificity.	Actions (or plans to modify) stated directly relate to findings of assessment. These Actions are very specific.	
B. Evidence of continuous improvement for assessment (most plans are expected to be in the developing stage)				
No evidence presented for improvement.	All Actions state that program/departments will continue with the same assessment methods and achievement targets for all three years. No changes were made in the three year cycle.	Some outcomes have related Actions for improvement based on the results and analysis. Plan has developed or changed over time: revamped, or assessment methods, achievement targets reassessed and further developed.	Critical analysis of results for many outcomes resulted in program/departments Action statements for continuous improvement. Plan presents evidence of revision of outcomes, assessment methods, or achievement targets based on analysis of results.	
C. Actions based on results and analysis were implemented				
No follow-up or reflections on action statements.	Some years (2019-2020, 2020-2021) have follow-up/reflection statements but implementation of actions are unclear.	Majority of previous years (2019-2020, 2020-2021) have follow-up/reflection statements and most implemented actions are clear.	All previous years (2019-2020, 2020-2021) have follow-up/reflection statements and all implementation actions are clear.	
				Total

Appendix C: 2022-23 Low Enrolled Programs

Program	Year	Comment
Art History Minor	3	
Chemistry	1	Data and results appear to be analyzing all students who took a class, not just the minors, so have more than 5 students. Also, major low-enrolled, program not.
Digital Studies Minor	3	
Film Studies Minor	1	
French Minor	1	Assessment shifting to Foreign Language minor for 22-23, which is not low-enrolled.
Gerontology Minor	3	Data and results appear to be analyzing all students who took a class, not just the minors, so have more than 5 students.
Human Geography Minor	2	
Interdisciplinary Studies Major (including Minors)	1	
Philosophy Minor	1	Data and results appear to be analyzing all students who took a class, not just the minors, so have more than 5 students.
Physical Sciences - Teacher Cert. Major	3	
Pre-Law Minor	3	
Religious Studies Minor	1	
Spanish Major	1	Data and results appear to be analyzing all students who took a class, not just the minors, so have more than 5 students. Also, major low-enrolled, program not.
University Studies (C2C) Major	1	
Women's, Gender, and Sexuality Studies (including Minor) - BA	1	

Appendix D: List of Assessment Coordinators Academic Year 2022-2023

Academic Units		
<u>Programs</u>	<u>CIP Code</u>	<u>Coordinators</u>
Art History - Minor	500703	Shawn Dickey
Biology (including Minor and Secondary Education Certification) - BS	260101	Ross Whitwam
Business Administration (including Minors: Accounting, General Bus., Health Care Mgt, Human Resource Mgt, Mgt, MIS, Mkt, Nonprofit Mgt, Sports Mgt, and Certificates: General Bus. – Exec. Cert.) – BAS, BBA	520201	Dee Larson
Business Administration - MBA	520201	Dee Larson
Chemistry (Including Minor) - BS	400501	Dionne Fortenberry
Communication (including Minor) - BA, BS	90101	Barry Smith
Creative Writing - MFA	231302	Kendall Dunkelberg
Culinary Arts (including Minors: Culinary Arts, Culinary Mgt, Nutrition, and Pastry Arts; also includes students in the Bus. Admin – Culinary Arts concentration) - BS, BAS	120599	Marty Brock
Digital Studies - Minor	250101	Hillary Richardson
Early Childhood Development - BS	190706	Marty Hatton
Education - MED	130101	Marty Hatton
Elementary Education – BS	131202	Marty Hatton
English - BA (including Minors: English, Creative Writing; including Certifications: Secondary Educ. and TESL)	230101	Kendall Dunkelberg
Family Nurse Clinician (including Post-Master’s Certificate) - MSN	513899	Terri Hamill
Family Science (including Certificate: Child Advocacy Studies) - BS	190101	Dorothy Berglund
Film Studies – Minor	500601	Barry Smith
Fine Arts (including Minors: Graphic Design and Studio Art) - BFA	500101	Shawn Dickey
Foreign Language - Minor	160101	Kendall Dunkelberg
French – Minor	160901	Kendall Dunkelberg
Gerontology - Minor	301101	Youn Mi Lee
History (including Minor and Secondary Education Certification) - BA	540101	Kristi DiClemente
Honors College - Program		Kim Whitehead
Human Geography – Minor	450701	Ann Fletchall
Interdisciplinary Studies (including Minors: American, International Studies, Medieval/Renaissance Studies, Social Studies) - BA, BS	309999	Kristi DiClemente
Kinesiology (including Exercise Science Minor) - BS	310501	Kim Shaw
Legal Studies (including Minor) - BA, BS	220302	Wesley Garret

Mathematics (including Minor and Secondary Education Certification) - BA, BS	270101	Dorothy Kerzel
Music (including Minor) - BA, BM	500901	Valentin Bogdan
Nursing - ASN	513801	Mary Helen Ruffin
Nursing - BSN	513801	Maria Scott
Nursing Practice – DNP	513818	Terri Hamill
Philosophy – Minor (including Applied and Professional Ethics – Certificate)	380101	Josh Dohmen
Physical Sciences - Secondary Education Certification – BS	400101	Brian Burns
Political Science (including Minors: Political Science Minor and Nonprofit Advocacy) - BS	451001	Chanley Rainey
Pre-Law – Minor	220001	Chanley Rainey
Professional Studies - BPS	240199	Jessica McDill
Psychology (including Minor) – BA, BS	420101	Holly Krogh
Public Health - MPH	512201	Irene Pintado
Public Health Education (including Minor) – BS, BAS	512207	Chad Murphy
Religious Studies – Minor	380201	Kim Whitehead
Secondary Teacher Education – MAT	131205	Marty Hatton
Spanish (including Minor and K-12 Certification) - BA	160905	Reyna Vergara
Speech Language Pathology - BS	510203	Ashley Alexander
Speech Language Pathology – MS	510203	Ashley Alexander
Theatre - (including Minor) BA	500101	David Carter
Theatre Education - MFA	500101	David Carter
University Studies (C2C Program) - BUS	240102	Marty Hatton
Women's Leadership – MA	50207	Shahara'Tove Dent
Women's, Gender, and Sexuality Studies (including Minor) – BA	50207	Shahara'Tove Dent

Non-Academic Units	
<u>Academic and Student Support Services</u>	<u>Coordinator</u>
Admissions	Iika McCarter
Athletics	Jennifer Claybrook
Campus Recreation	Melissa Parsons
Center for Teaching and Learning	Russell Brandon
Counseling Services	Deb Wells
Dean of Students	Jessica Harpole
Financial Aid	Nicole Patrick
Housing and Residence life	Andrew Moneyemaker
Library	Anita Pintado
Registrar	Shannon Lucius
Student Life	Mea Ashley

Student Success Center	Kim Whitehead
Study Abroad	Erinn Holloway
Systems and Network	Rodney Godfrey
<u>Administrative Support Services</u>	
Development and Alumni	Andrea Stevens
Facilities Management	Jody Kennedy
Human Resources	Laura Quinn
Information Systems	Aaron Brooks
Institutional Research and Assessment	Jennifer Moore
Police Department	Randy Vibrock
Outreach and Innovation	Melinda Lowe
Outsourced Enterprises (Bookstore, Food Service)	Carla Lowery
Resources Management	Melissa Buxton
University Accounting	Susan Soblely
University Relations	Anika Perkins

Appendix E: General Education Value Rubrics
Association of American Colleges & Universities

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/ his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership of</i> civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits.</i>

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from www.dictionary.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

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	Capstone 4	Milestones 3 2		Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively; delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

ETHICAL REASONING VALUE RUBRIC

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/ concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE RUBRIC

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

INFORMATION LITERACY VALUE RUBRIC

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Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. -
Adopted from the National Forum on Information Literacy

Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

INQUIRY AND ANALYSIS VALUE RUBRIC

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Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/ evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

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Definition

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	Capstone 4	Milestones		Benchmark 1
		3	2	
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

INTEGRATIVE LEARNING VALUE RUBRIC

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Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- ⑩ Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- ⑩ Content: The information conveyed in the work samples or collections of work.
- ⑩ Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- ⑩ Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- ⑩ Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- ⑩ Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- ⑩ Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- ⑩ Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- ⑩ Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

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	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

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Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

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	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

ORAL COMMUNICATION VALUE RUBRIC

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The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

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Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

PROBLEM SOLVING VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Contextual Factors: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- Critique: Involves analysis and synthesis of a full range of perspectives.
- Feasible: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- “Off the shelf” solution: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).
- Solution: An appropriate response to a challenge or a problem.
- Strategy: A plan of action or an approach designed to arrive at a solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.
- Support: Specific rationale, evidence, etc. for solution or selection of solution.

PROBLEM SOLVING VALUE RUBRIC

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Definition

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

QUANTITATIVE LITERACY VALUE RUBRIC

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Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

QUANTITATIVE LITERACY VALUE RUBRIC

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Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		1
		3	2	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

READING VALUE RUBRIC

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Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)

Framing Language

To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning. Historically, college professors have not considered the teaching of reading necessary other than as a "basic skill" in which students may require "remediation." They have assumed that students come with the ability to read and have placed responsibility for its absence on teachers in elementary and secondary schools.

This absence of reading instruction in higher education must, can, and will change, and this rubric marks a direction for this change. Why the change? Even the strongest, most experienced readers making the transition from high school to college have not learned what they need to know and do to make sense of texts in the context of professional and academic scholarship—to say nothing about readers who are either not as strong or as experienced. Also, readers mature and develop their repertoire of reading performances naturally during the undergraduate years and beyond as a consequence of meeting textual challenges. This rubric provides some initial steps toward finding ways to measure undergraduate students' progress along the continuum. Our intention in creating this rubric is to support and promote the teaching of undergraduates as readers to take on increasingly higher levels of concerns with texts and to read as one of "those who comprehend."

Readers, as they move beyond their undergraduate experiences, should be motivated to approach texts and respond to them with a reflective level of curiosity and the ability to apply aspects of the texts they approach to a variety of aspects in their lives. This rubric provides the framework for evaluating both students' developing relationship to texts and their relative success with the range of texts their coursework introduces them to. It is likely that users of this rubric will detect that the cell boundaries are permeable, and the criteria of the rubric are, to a degree, interrelated.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Analysis:** The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. (Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they contribute to the meaning of a text.)
- **Comprehension:** The extent to which a reader "gets" the text, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the text provides to being able to "get" the implications of the text, the questions it raises, and the counterarguments one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, Reading for Understanding: www.rand.org/pubs/monograph_reports/MR1465/MR1465.ch2.pdf.
- **Epistemological lens:** The knowledge framework a reader develops in a specific discipline as s/he moves through an academic major (e.g., essays, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.
- **Genre:** A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them.
- **Interpretation:** Determining or construing the meaning of a text or part of a text in a particular way based on textual and contextual information.
- **Interpretive Strategies:** Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., What might our country be like if the Civil War had not happened? How would Hamlet be different if Hamlet had simply killed the King?).
- **Multiple Perspectives:** Consideration of how text-based meanings might differ depending on point of view.
- **Parts:** Titles, headings, meaning of vocabulary from context, structure of the text, important ideas and relationships among those ideas.
- **Relationship to text:** The set of expectations and intentions a reader brings to a particular text or set of texts.
- **Searches intentionally for relationships:** An active and highly-aware quality of thinking closely related to inquiry and research.
- **Takes texts apart:** Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).
- **Metacognition:** This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning. Metacognition, (a term typically attributed to the cognitive psychologist J.H. Flavell) applied to reading refers to the awareness, deliberateness, and reflexivity defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader's ability to consider the ethos reflected in any such text; to know that one is present and should be considered in any use of, or response to a text.

READING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
Relationship to Text <i>Making meanings with texts in their contexts</i>	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis <i>Interacting with texts in parts and as wholes</i>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Reader's Voice <i>Participating in academic discourse about texts</i>	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

TEAMWORK VALUE RUBRIC

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Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix F: Academic Assessment Plan Form

Below is an outline that you will need to fill out accordingly. Please remember that you must have at least 2 goals and at least 3 student learning outcomes overall (Meaning, you may have one outcome for goal #1 and only two outcomes for goal #2, etc.). You must have at least one general education outcome for undergraduate programs, which may also act as an SLO. Graduate programs must have a Research Outcome, which may also act as an SLO. It is very important to label your goals, SLOs, General Education Outcomes, Student Achievement Outcomes, Research Outcomes, and Program Outcomes appropriately. Also, please remember that you must have no more than three Achievement Targets per outcome.

Goal 1: Goals are broad, general statements of what the program, course, or activity intends to accomplish. Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.) Goals should provide a framework for determining the more specific educational objectives of a program and should be consistent with the mission of the program and the mission of the institution. A single goal may have many specific subordinate learning objectives {outcomes}.

Outcome 1.1: - Objectives {Outcomes} are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.

**If this is a Gen Ed Outcome (for Undergraduate Programs ONLY), please remember to label it {i.e. GEO 1.a. or GEO 3.c.}.*

**If this is a Student Achievement Outcome, please remember to label it {i.e. SAO}.*

**If this is a Program Outcome, please remember to label it {i.e. PO 1.d. or PO 3.f.}.*

**If this is a Research Outcome (for Graduate Programs ONLY), please remember to label it {i.e. RO}.*

Assessment Method 1.1: Method of evaluating the Achievement Target. There are two types of assessment: (1) Direct and (2) Indirect {Please specify if your assessment method is Direct or Indirect.}

Achievement Target 1.1.a.: Benchmark value to measure whether or not a student has met the outcome. How do you (the instructor) know if the student met the outcome?

Goal 2: Goals are broad, general statements of what the program, course, or activity intends to accomplish. Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.) Goals should provide a framework for determining the more specific educational

objectives of a program, and should be consistent with the mission of the program and the mission of the institution. A single goal may have many specific subordinate learning objectives {outcomes}.

Outcome 2.1: Objectives {Outcomes} are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.

**If this is an outcome for Gen Ed (for Undergraduate Programs ONLY), please remember to label it {i.e. GEO 1.a. or GEO 3.c.}.*

**If this is a Student Achievement Outcome, please remember to label it {i.e. SAO}.*

**If this is a Program Outcome, please remember to label it {i.e. PO 1.d. or PO 3.f.}.*

**If this is a Research Outcome (for Graduate Programs ONLY), please remember to label it {i.e. RO}.*

Assessment Method 2.1: Method of evaluating the Achievement Target. There are two types of assessment: (1) Direct and (2) Indirect {Please specify if your assessment method is Direct or Indirect.}

Achievement Target 2.1.a.: Benchmark value to measure whether or not a student has met the outcome. How do you (the instructor) know if the student met the outcome?

***Continue the format with the numbering system to complete the requirements of the plan.**

Appendix G: Checklist When Creating or Updating Your Academic Assessment Plan

- _____ One Mission Statement with General Education Goal Tie-In
- _____ At least two Goals
- _____ At Least three Student Learning Outcomes (SLO)
- _____ At least one General Education Outcome (GEO) (may also be an SLO)
{Undergraduate Programs Only}
- _____ At least one Student Achievement Outcome (SAO)
- _____ At least one Program Outcome (PO labeled as SPG)
- _____ At least one Research Outcome {Graduate Programs Only}
- _____ No more than three Achievement Targets per Outcome {unless program accreditation requires additional information}
- _____ At least one Direct Assessment Type
- _____ Recommended to have at least one Indirect Assessment Type
- _____ General Education Outcome's Assessment Type is an AAC&U VALUE Rubric
- _____ General Education Outcome labeled by its corresponding Gen Ed Goal (i.e. GEO 1.a. or GEO 3.c.) in the Outcome Name
- _____ Student Achievement Outcome labeled by its SAO acronym in the Outcome Name
- _____ Program Outcome labeled by its corresponding Strategic Priority/Goal (i.e. PO 1.d. or PO 3.f.) in the Outcome Name
- _____ Research Outcome labeled by its RO acronym in the Outcome Name

Appendix H: Annual Checklist for Academic Assessment

_____ Follow-Up for the prior Academic Year *Reflection of what occurred over the past Academic Year

_____ Results for this Academic Year

_____ Action Statements for this Academic Year

***Knowing what the results are for this AY, what would you like to do for the upcoming year? **If you want to make changes to the Assessment Plan, make note of it in the Action Statement.**

_____ Supporting Documentation for this Academic Year's Results

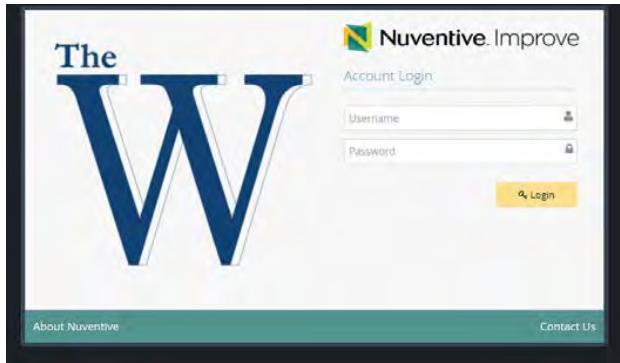
Examples {Remember NO sensitive Identifiers}: Surveys; Rubrics; Documentation List of Created Projects/Events, Attendants Present; Focus Groups; Grades (List of Students without Identifiers EITHER as an attached Spreadsheet or Listed in Results Text Box - Be Descriptive, i.e. X amount of Students scored an A, scored a B, scored a C, etc.)

_____ For Department Chairs - Review Comments for Assessment Results under the General Information Tab (Be sure to address any changes from the Action Statements - Either Approve or Disapprove the Changes)

Appendix I: Assessment Software Instructions

Academic Units: How to Enter Results, Analysis, Actions and Follow-Ups

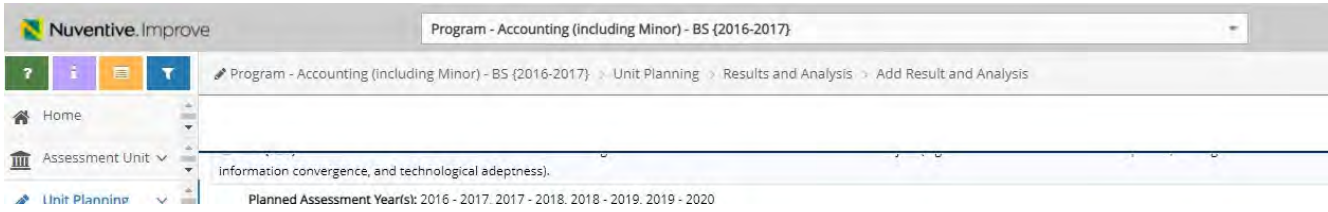
Go to <http://tracdat.muw.edu/tracdat/> Add a bookmark to your browser for this site. Log in screen:



Once you log in, you will see a screen like this:



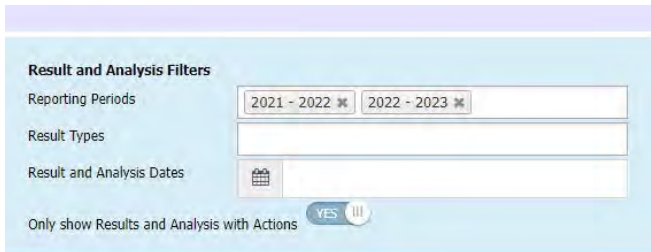
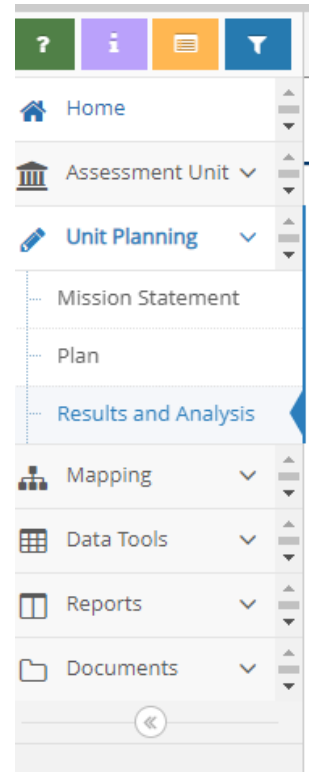
From the drop-down list box at the top center, you will choose your academic program for editing that is designated with {2016- 2017} or later.



The tabs that you will be utilizing most are “Unit Planning” and “Documents.”

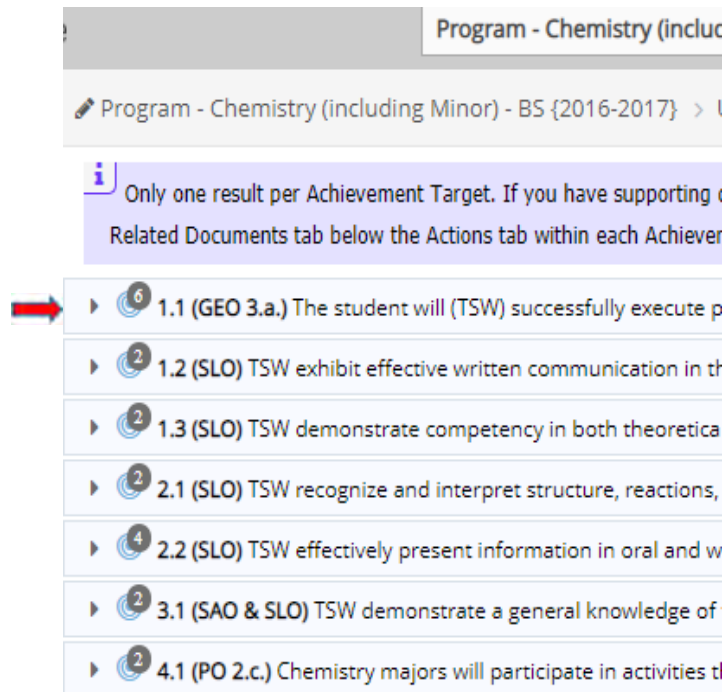
Each tab has a subtab. For editing purposes to your program’s plan, the “Unit Planning” tab will be your destination.

Under “Unit Planning,” go to “Results and Analysis.” Now click the blue filter button at the top of the left menu bar and under “Results and Analysis” for the reporting periods make sure it contains the prior year (i.e. 2021-2022) and the current year (2022-2023). You can close the filter box by clicking the X. When you click “Results and Analysis,” your screen will display the Outcomes that must be assessed.



Just like in the other section, these can be expanded and edited.

You can expand each SLO/PO (SPG) /GEO/SAO by clicking the arrow to the left.

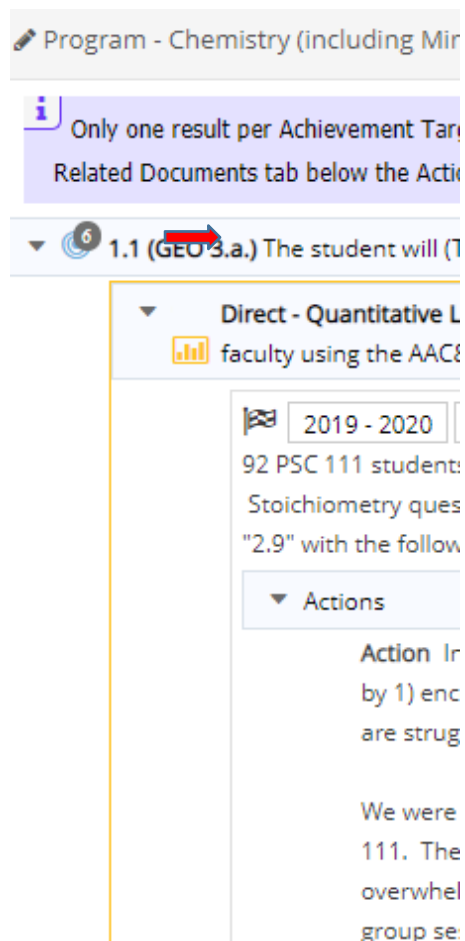


Program - Chemistry (includ

Program - Chemistry (including Minor) - BS {2016-2017} > |

i Only one result per Achievement Target. If you have supporting c
Related Documents tab below the Actions tab within each Achiever

- ▶ **6** 1.1 (GEO 3.a.) The student will (TSW) successfully execute p
- ▶ **2** 1.2 (SLO) TSW exhibit effective written communication in th
- ▶ **2** 1.3 (SLO) TSW demonstrate competency in both theoretica
- ▶ **2** 2.1 (SLO) TSW recognize and interpret structure, reactions,
- ▶ **4** 2.2 (SLO) TSW effectively present information in oral and w
- ▶ **2** 3.1 (SAO & SLO) TSW demonstrate a general knowledge of
- ▶ **2** 4.1 (PO 2.c.) Chemistry majors will participate in activities th



Program - Chemistry (including Mir

i Only one result per Achievement Tar
Related Documents tab below the Acti

▼ **6** 1.1 (GEO 3.a.) The student will (T

▼ **Direct - Quantitative L**
faculty using the AAC&

2019 - 2020 [

92 PSC 111 student:
Stoichiometry ques
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▼ **Actions**

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The **Follow-Up** statement to the prior year's **Action** statement is required.

Looking under the prior academic year's results for each Achievement Target, click the "green plus" button to the far right of the screen that aligns with the **Follow-Up** box.

Once you click on the "green plus" button, your screen should look like the image below. The "Follow-Up/Reflection on Action Statement Date" will be defaulted to the date that you enter the information.

The **Follow-Up** states what actually occurred this past year in regards to the Achievement Target Result's **Action**. Think of the **Action** as what you hoped to accomplish and the **Follow-Up** Statement as what really happened. Provide as much detail as possible. Action statements are statements concerning what will happen in the future whereas Follow-up Statements are in the past tense and talk about what has actually occurred.




The screenshot displays the Tracdat software interface for a chemistry program. The left sidebar contains navigation options: Home, Assessment Unit, Unit Planning, Mission Statement, Plan, Results and Analysis (highlighted), Mapping, Data Tools, Reports, and Documents. The main content area shows the following information:



- Program: Chemistry (Including Minor) - BS (2016-2017) > Unit Planning > Results and Analysis
- Information icon: Only one result per Achievement Target. If you have supporting data, you may copy and paste it in the Result and Analysis text box. However, if you would prefer not to do that or Tracdat won't let you paste it, you may relate the file using the Related Documents tab below the Actions tab within each Achievement Target's result section.
- Achievement Target: 1.1 (GEO 3.a) The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, and thermodynamics/quantum mechanics.
- Direct - Quantitative Literacy and Analysis Value Rubric: Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.
- Table with columns: Year, Target Met, Date. A red arrow points to the '2016 - 2017' entry.
- Text description: 139 PSC 111 students across six lecture sections and two semesters (5 sections in fall 2016, 1 section in spring 17) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 139 students evaluated was "3" with the following breakdown (37 students, score = 1; 20 students, score = 2; 25 students, score = 3; 57 students, score = 4). Target was achieved. (more)
- Actions section: Action The implementation of Supplemental Instruction (SI) into all face-to-face sections of PSC 111 lecture has led to an improvement in the students' understanding of the basic concepts of stoichiometry and its relevant calculations. SI peer tutors meet with students 1-2 times per week as a group and individually as needed. In 2015-16 only one section of PSC 111 lecture utilized SI. The scores in that section improved, and now that all face-to-face PSC 111 lecture sections have implemented SI, there is an improvement across the board. (08/24/2017)
- Follow-Up section: A red arrow points to the 'Follow-Up' label, and another red arrow points to the 'green plus' button on the right.

After you have entered your **Follow-Up**, please remember to click “Save” and “Return.” See image below.

Once you have completed your **Follow-Up** for the prior AY, you are ready to add your new **Results and Analysis** for the current AY.

Program - Chemistry (including Minor) - BS (2016-2017) > Unit Planning > Results and Analysis > Add Follow-Up/Reflection on Action Statement

 Follow-Up/Reflection on Action Statement must be completed within ONE YEAR of Action Statement. 


1.1 (GEO 3.a.) The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, and thermodynamics/quantum mechanics.


Direct - Quantitative Literacy and Analysis Value Rubric Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.


Achievement Target The average score of PSC 111 students should be at least a “3” on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.

Notes

2016 - 2017	Target Met	05/18/2017
139 PSC 111 students across six lecture sections and two semesters (5 sections in fall 2016, 1 section in spring 17) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 139 students evaluated was “3” with the following breakdown (37 students, score = 1; 20 students, score = 2; 25 students, score = 3; 57 students, score = 4). Target was achieved.		
Action The implementation of Supplemental Instruction (SI) into all face-to-face sections of PSC 111 lecture has led to an improvement in the students’ understanding of the basic concepts of stoichiometry and its relevant calculations. SI peer tutors meet with students 1-2 times per week as a group and individually as needed. In 2015-16 only one section of PSC 111 lecture utilized SI. The scores in that section improved, and now that all face-to-face PSC 111 lecture sections have implemented SI, there is an improvement across the board. (08/24/2017)		

* Follow-Up/Reflection on Action Statement Date 

* Follow-Up/Reflection on Action Statement 



Going back to the Results and Analysis screen, expand each of the Outcome's Achievement Targets, as seen below. Under each Outcome, its Achievement Target(s) is listed. To add Results for each Achievement Target, click the Add New button.

Program - Chemistry > Unit Planning > Results and Analysis

1.1 Stoichiometric and Equilibrium Calculations TSW successfully perform basic stoichiometric and equilibrium calculations.

Direct - Quantitative Literacy Value Rubric In PSC 111, basic stoichiometry questions from Chapter 3 quizzes and exams will be evaluated with the AAC&U Quantitative Literacy VALUE Rubric. A team of 3 faculty will assess student work.

Achievement Target 60% of PSC 111 students should score at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing basic stoichiometry calculations and answering questions related to basic stoichiometry.

2014 - 2015 Target Not Met 12/16/2015

37% of PSC 111 students (49 students evaluated on quizzes, homework assignments, and exams: 21 at level 1, 8 at level 2, 5 at level 3, 15 at level 4) scored at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing basic stoichiometry calculations and answering questions related to basic stoichiometry. Target of 60% was not achieved. (more)

Actions

Action Goals #2 and #3 were achieved. However, in Goal #1, faculty are assessing students' quantitative and qualitative analytical knowledge. Students in PSC 111 (General Chemistry I), PSC 112 (General Chemistry II for which PSC 111 is a prerequisite), PSC 211 (Organic Chemistry I, which is a second-year chemistry course for which both PSC 111 and 112 are prerequisites), and PSC 212 (Organic Chemistry II for which PSC 211 is a prerequisite). All achievement targets in Goal #1 were met except for 1.1a Basic Stoichiometry. This was the only achievement target assessed in PSC 111.

Faculty think that this was the case because as students move from one level of chemistry to the next, their science knowledge naturally grows. Also, the population of PSC 111 consists mostly of non-science majors. The populations of PSC 112, 211, and 212 are mostly science majors. These students would be more comfortable and adept at analytical techniques.

While we believe that we know the reason for Achievement Target 1.1a not being met, we are still determined to improve PSC 111 students' understanding of basic stoichiometry. To that end, we will attempt to incorporate more APIL strategies into PSC 111. We will also spend more class time having students participate in group problem-solving activities, focusing on those that deal with basic stoichiometry. We are also participating in the Supplemental Instruction pilot with one section of PSC 111. (08/20/2015)

Follow-Up

Assignment

Related Documents

Chemistry 14-15 Results SMART Report.pdf	Chemistry SMART Results 2014-2015
Chemistry Results 14-15 SMART Data.xlsx	Chemistry SMART Results 2014-2015

Related Results

When you do, your screen should look this:

1.1 (GEO 3.a.) The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.

Planned Assessment Year(s): 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/25/2016

Direct - Quantitative Literacy and Analysis Value Rubric Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.

Achievement Target The average score of PSC 111 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.

Notes

Change Documentation:

* Result and Analysis Date	<input type="text" value="03/31/2021"/>
* Result and Analysis	<input type="text"/> ?
* Reporting Period	<input type="text" value="v"/>
* Result Type	<input type="text" value="v"/> ?
* # Students Assessed	<input type="text"/>
* # Students Met Target	<input type="text"/>
Notes	<input type="text"/> ?

The **Results and Analysis Date** will be defaulted to the date that you enter the results.

Articulate your results into the **Results and Analysis** box. Be descriptive and clearly address the achievement target. Use data points when possible.

Choose the current academic year for the **Reporting Period**.


The **Result Type** is the answer from the **Results and Analysis**. Your choices are “Inconclusive, Target Met and Target Not Met.” Enter the number of **Students Assessed** and number of **Students Meeting Target** that you used as part of your **Results and Analysis**. The Notes box can be used for any additional information.

Once finished, click **Save and Return**.

Scroll down on your “Results and Analysis” page to the “Action” section, click the Add New button to the far right and the screen will look like this:

Below the Results, you will see Actions. Click the Green Plus to add an Action for the upcoming year based on your results you just entered.

* Required field

Actions	
Related Documents	

We recommend that the **Action Date** should be the first day of the academic year for the next school year according to the academic calendar. **The default date will be the date you are entering the results.**

As you can see, the **Action** is a required field, so even if your target was met, something needs to be stated in the box. *The statement needs to reflect on what you hope to accomplish the next academic year and include how you intend to accomplish it.* This could be choosing a different achievement target.

Once finished, click Save and Return.

***Please follow the directions below for your attachments that provide Evidence of your Results.**

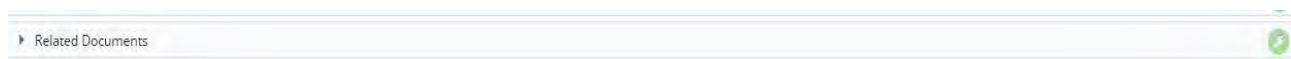
Next go to the “Documents” tab, then click the “Document Repository,” which is like attaching a file in an email. This will enable you to look at any documents that pertain to your assessment, such as rubrics, surveys, charts, tables, or spreadsheets, etc. for your results. You may create new folders, if you wish, to help keep them distinct, or you can create specific file names to help identify them easily.



Click the Add New button. Your screen should look like this:

Click to browse for files, and the rest is like attaching a file to an email. You may give a more specific description if you like. Once finished, click Save.

Once you have your files uploaded, you can pull these to support your plan and results by choosing to “Relate Document” by clicking the wrench tool button to the right.



Then you simply drag and drop the documents that pertain to that particular aspect of the plan.

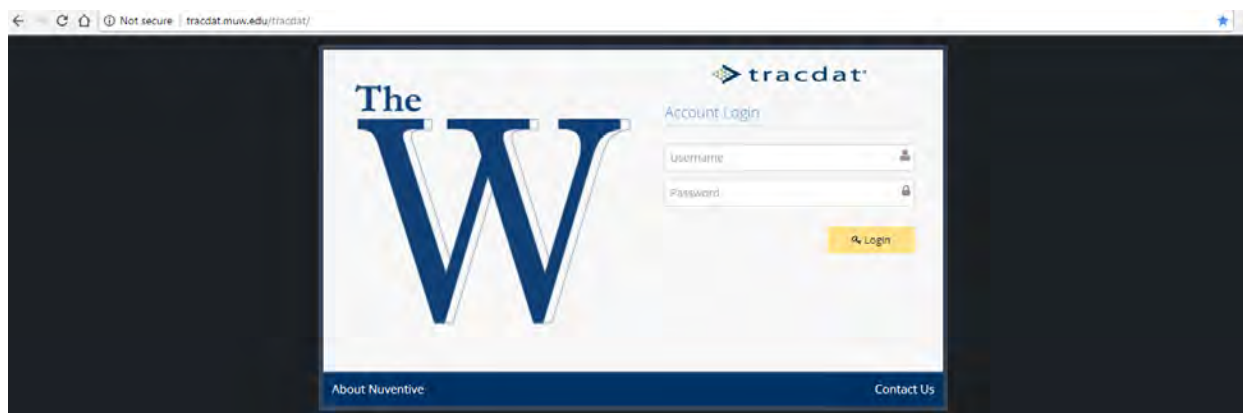
Once you drop them, click Complete in the upper right-hand corner.

This is the bulk of what you will need to edit and add to the information already in Tracdat/Nuventive for your program. However, if you think of anything else you would like to know or discuss or simply need a bit of help with, we are available by email at instra@muw.edu.

Academic: How to Enter Department Chair or Dean Reviews

Login to Tracdat to review the assessment results. Please login to Tracdat using your **name portion of your email** as your **username**. If you haven't changed your password, **muw123** is your **password**. If you have changed your password and have forgotten it, please let us know. We will be glad to reset it for you.

Click here to go to the login page for Tracdat <http://tracdat.muw.edu/tracdat/>



You may have multiple assessment units that need to be reviewed. In order to select the assessment unit in need of review, you will need to select it from the top center drop-down box on the page.

Outcomes	Assessment Methods	Results and Analysis	Actions	Follow-Up
✓ 1.1 (SLO)	2	2	2	0
✓ 1.2 (PO 4.d)	2	2	2	0
✓ 2.1 (SLO)	2	2	2	0
✓ 3.1 (SLO)	1	1	1	0
✓ 4.1 (OEO 1.c)	2	2	2	0
✓ 5.1 (SAO)	1	1	1	0

Once you select the proper assessment unit, your home page will look similar to the image above.

Then, select the “Unit Planning” and “Results and Analysis” menu options on the left menu bar. Click the filter button at the top of the left menu bar to verify if the results have been filtered on a year. To limit the information you see, you may use the filter options.

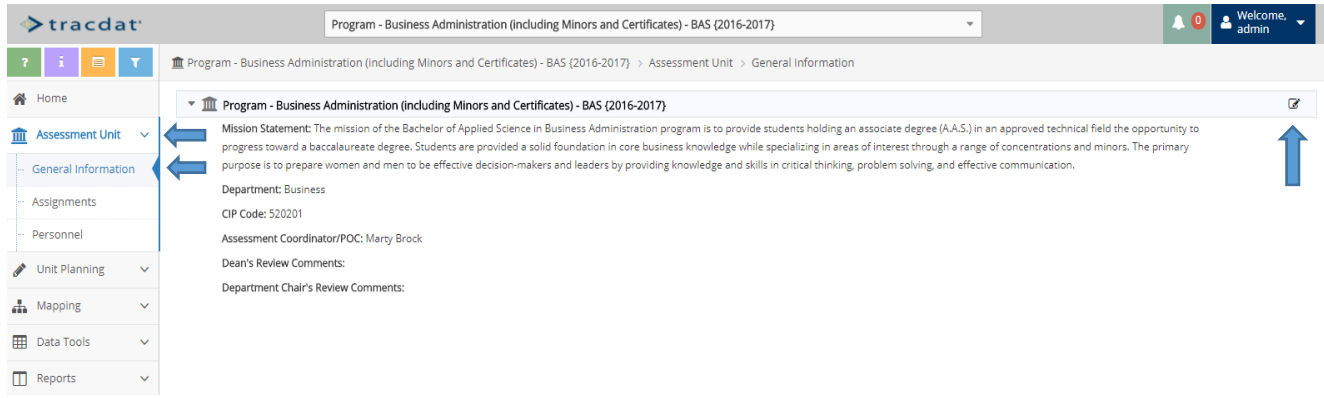
In the Filter Settings: Under “Result and Analysis Filters” remove and/or add the prior year and the most current year. For example, prior year may be 2021-2022 and most current year would be 2022-2023. You may close the filter window by using the X in the upper right corner of the filter.

Take a moment and review the Results provided for the most current year, Actions, and any attached Related Documents. You should also review the Follow-up Statements recently entered for the prior year. In some instances, you will see [more] at the end of a sentence. Click it to see the rest of the information entered.

To the left of every outcome and measure is a right arrow that you may click to toggle/expand down to see the coordinators entries.. You may click again to toggle/collapse the entry.

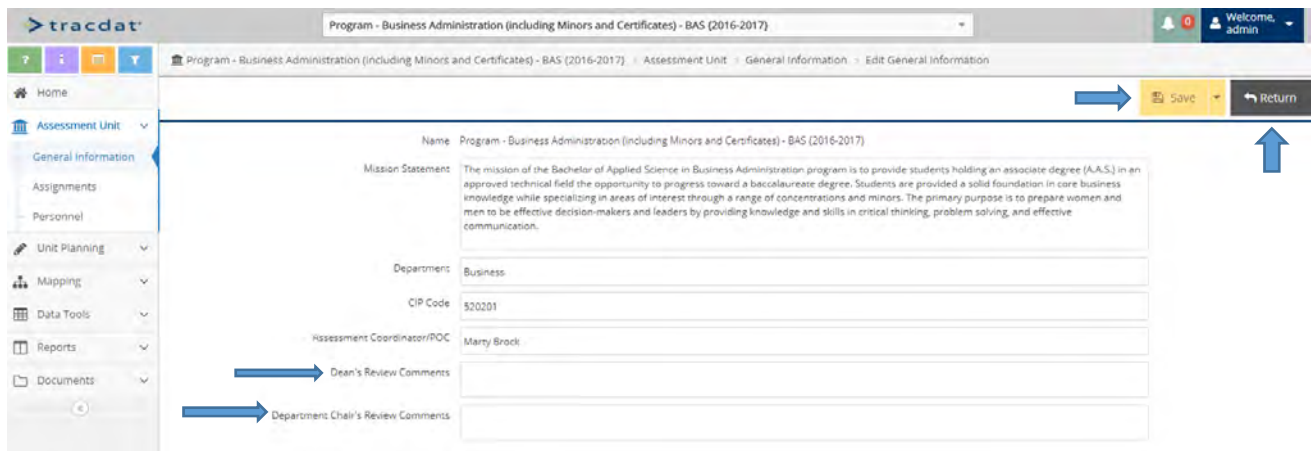
Once you are done reviewing the Results and Analysis, you are ready to enter your review. To leave your review confirmation and comments, please select the “Assessment Unit” tab to the left of the screen.

Then, select the “General Information” subtab. Your screen should be similar to the image below. You will also see an edit icon button (notepad and pen) to the far right of the screen. Please click on it to open the edit page to leave your review comments.



Your edit page will look like the image below. *Please pay particular attention to which review comment textbox applies to your position, either as a dean or a department chair.*

Please enter **THIS YEAR'S** review comments **BEFORE** last year's review. Once you have entered your review confirmation and comments, please **date it at the end in parentheses**. Always remember to select **“Save”** and then **“Return”** in the upper right-hand corner before switching to another assessment unit.



******* If you have any objections or concerns regarding any of the Action statements in a results report, please state them in your review comments. From there, you will need to work with the assessment coordinator for that unit to make any necessary edits to revised outcomes or measures for the next year. Email instra@muw.edu for help.

Special Instructions for Assessment of Low-Enrolled Programs*

A program with 5 or fewer students is considered low-enrolled. Because of the small numbers, results, analysis, actions, and follow-ups will be switched to a three-year cycle, reporting results from all three years in the third year of low enrollment.

Input must still be made in each section for each year of low enrollment.

In the **Data and Results** section for each new year, enter the Low-Enrolled Year, a statement, and any student data that you have for ease of use in the future. For Example:

“**Low-Enrolled Year 2 2022-2023**. Because of low-enrollment, this program will analyze results every three years. To document data for this year, we had one student receive a B- in the course and one student receive an A.”

In the **Action** statement, enter a statement such as:

“Low-Enrolled Year 2 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.”

In the **Follow-Up** from prior year, enter a statement such as:

“2021-2022 was Low-Enrolled Year 1. We have not collected enough data to analyze.”

In Year 3 of a Low-Enrolled cycle, note the Low-Enrolled Year and that this is composite data. Then combine data and results for all three years and report as you would with a higher-enrolled program.

*Low-Enrolled Majors v Low-Enrolled Programs:

In a few cases, a program may have a low-enrolled major but also have a minor which puts them over the 6-student minimum for standard enrollment assessment. In this case, the assessment should be done in the standard annual manner, but a note should be added showing the Major Low-Enrolled Year #. This is because low-enrolled programs are reported to IHL based on the number of majors enrolled, and this does not include minors. Ex. “Major Low-Enrolled Year 2 2022-2023. Overall program is not low-enrolled.”

*Low-Enrolled Programs with higher number assessments:

In a few cases, programs have assessment measures and targets that are measuring all of the students in a given class, rather than, for example, only their minors. Thus, the program is low-enrolled and should be noted as such, but it will be assessed in the standard annual manner since it has enough data for that. Ex. “Actual Minors are Low-Enrolled Year 1 2022-2023.”

Appendix J: Non-Academic/Administrative Assessment Plan Form

Below is an outline that you will need to fill out accordingly. Please remember that you must have **one mission statement, at least 2 goals, and at least 4 outcomes overall**. Meaning, you may have three outcomes for goal 1 and only one outcome for goal 2, etc. Also, please remember to number your Goals SPG's and your outcomes and that you may have **no more than three Achievement Targets per outcome**.

Mission Statement: Statement that reflects the purpose of the unit. The mission statement is succinct, only three to five sentences. Structure of a mission statement: "The mission of (name of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders)."

Goal 1: (SPG #) The University will ... {number the goal appropriately, i.e. SPG 1.c.}

Outcome 1.1: "Outcomes are brief, clear statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the administrative unit and exactly what the services should promote (understanding, knowledge, awareness, appreciation, etc.)."

Assessment Method 1.1: Method of evaluating the Achievement Target. There are two types of assessment: (1) Direct and (2) Indirect {Please specify if your assessment method is Direct or Indirect.}

Achievement Target 1.1.a.: Benchmark value to measure whether or not the unit has met the outcome. How do you know if the unit met the outcome?

Goal 2: (SPG #) The University will ... {number the goal appropriately, i.e. SPG 1.c.}

Outcome 2.1: "Outcomes are brief, clear statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the administrative unit and exactly what the services should promote (understanding, knowledge, awareness, appreciation, etc.)."

Assessment Method 2.1: Method of evaluating the Achievement Target. There are two types of assessment: (1) Direct and (2) Indirect {Please specify if your assessment method is Direct or Indirect.}

Achievement Target 2.1.a.: Benchmark value to measure whether or not the unit has met the outcome. How do you know if the unit met the outcome?

***Continue the format with the numbering system to complete the requirements of the plan.**

Appendix K: Checklist When Creating or Updating a Non-Academic or Administrative Assessment Plan

_____ One Mission Statement

_____ At least two Goals Selected from MUW's Strategic Priorities/Goals

_____ Goals labeled by its corresponding Strategic Priorities/Goals (i.e. SPG 1.a. or SPG 4.c.)

_____ At least Four Outcomes

_____ Outcomes numbered According to the corresponding goal (i.e. 1.1, 2.2, etc.)

_____ No more Than three Achievement Targets per Outcome

_____ At least one Direct Assessment Type

_____ Recommended to have at least one Indirect Assessment Type

Appendix L: Annual Checklist for Non-Academic or Administrative Assessments

_____ Follow-Up for the prior Academic Year *Reflection of what occurred over the past AY

_____ Results for this Academic Year

_____ Action Statements for this Academic Year

*Knowing what the results are for this AY, what would you like to do for the upcoming year?

**If you want to make changes to the Assessment Plan, make note of it in the Action Statement.

_____ Supporting Documentation for this Academic Year's Results

Examples {Remember NO sensitive Identifiers}: Surveys; Rubrics; Documentation List of Created Projects/Events, Attendants Present; Focus Groups; Trainings, Grades (List of Students without Identifiers EITHER as an attached Spreadsheet or Listed in Results Text Box - Be Descriptive, i.e. X amount of Students scored an A, scored a B, scored a C, etc.)

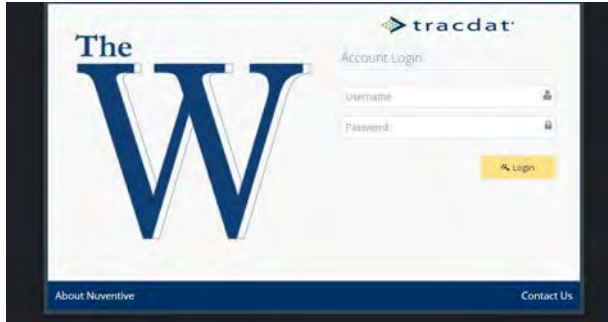
_____ For Cabinet Members - Review Comments for Assessment Results under the General Information Tab

(Be sure to address any changes from the Action Statements - Either Approve or Disapprove the Changes)

Appendix M: Software Instructions: Non-Academic/Administrative Unit: How to Enter Results, Analysis, Actions and Follow-ups

Go to <http://tracdat.muw.edu/tracdat/>

Add a bookmark to your browser for this site. Login screen:

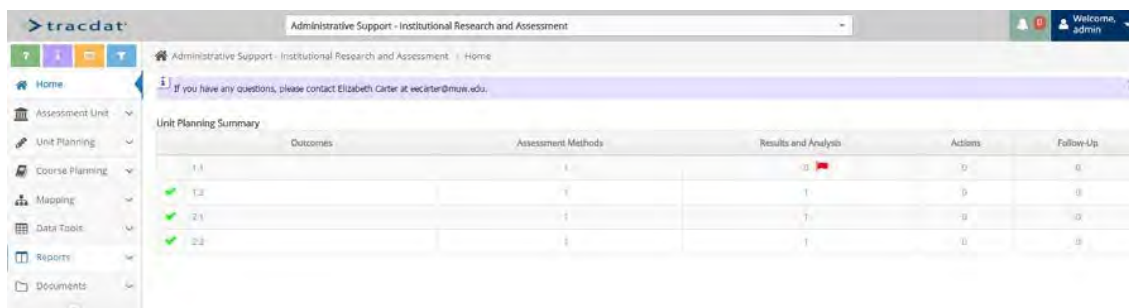


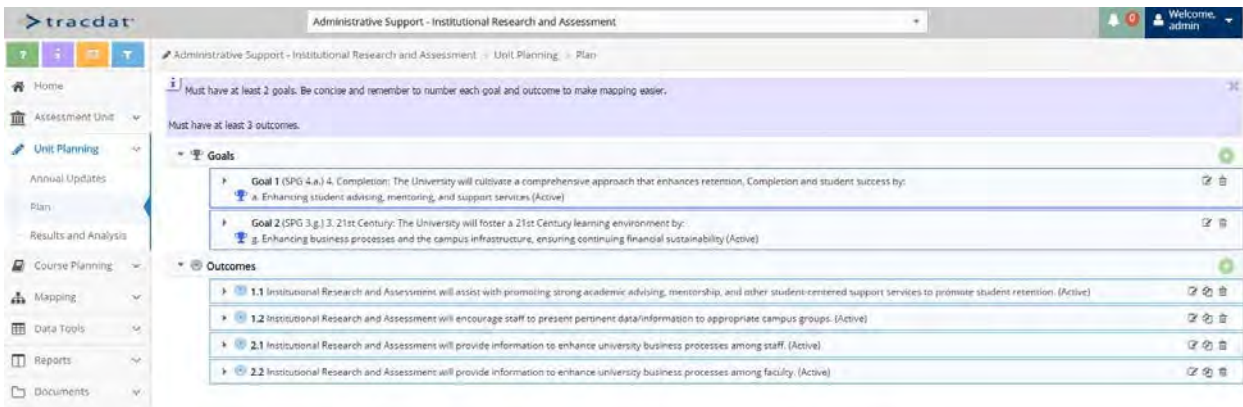
Once you login, you will see a screen like this:



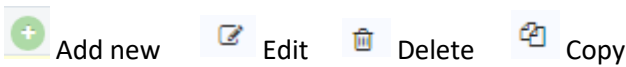
From the drop-down list box at the top center, you will choose your non-academic program for editing. Next, click "Unit Planning" and then "Results and Analysis" on the left menu bar.

Now, click the blue filter button at the top of the left menu bar and under "Results and Analysis" for the reporting periods make sure it contains the prior year (i.e. 2021-2022) and the current year (2022-2023). You can close the filter box by clicking the X.



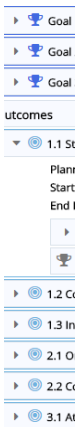


The Basic Icons' uses:



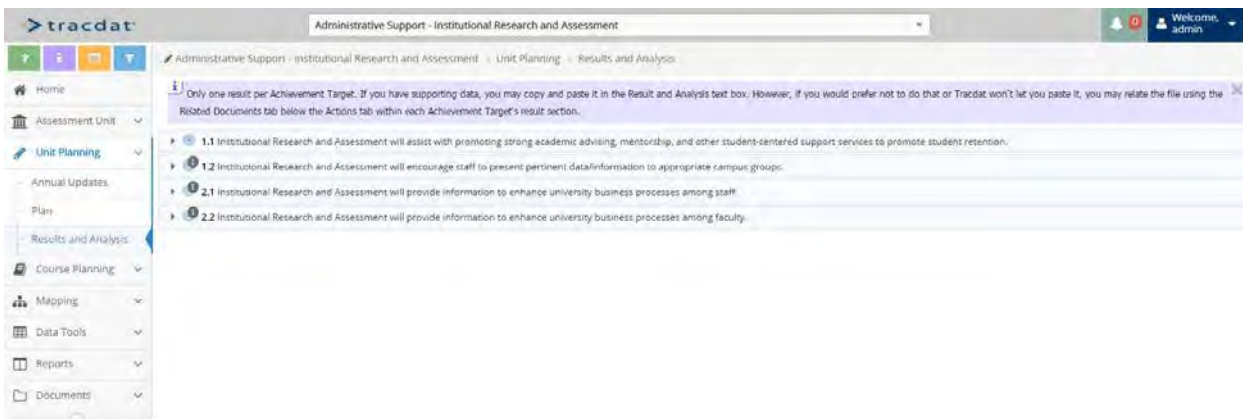
When editing your program, **ALWAYS click SAVE and RETURN.** Please Do NOT press the back button in your browser. This will cause issues with your edits.

To open each section, press the arrow next to the headings.

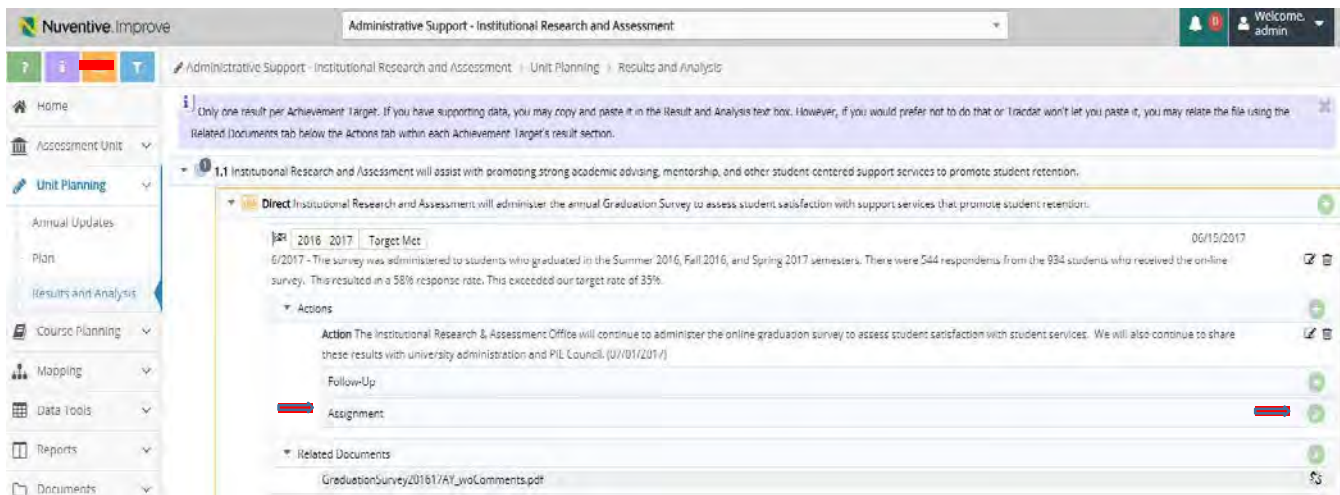


This will allow you to expand the boxes for more information.

Under “Unit Planning,” go to “Results and Analysis.” When you click “Results and Analysis,” your screen will look like this:



Just like in the other section, these can be expanded and edited.

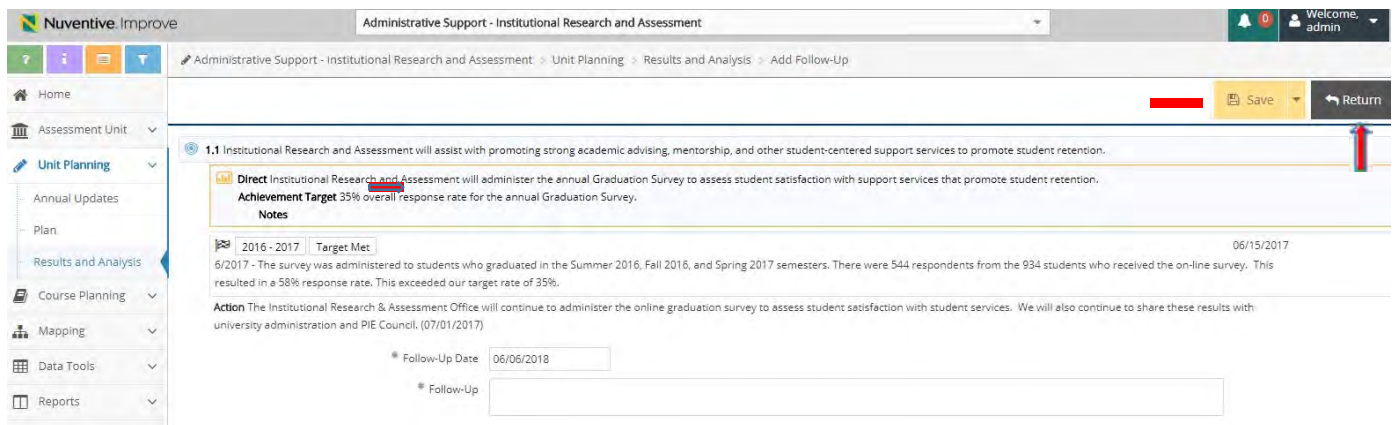


To complete the **Follow-Up** for **last year's** Action Statements, look below the "Action" for the "**Follow-Up**" box and click the Green Plus button to the far right of the box. See above image. Make sure to only do this for the prior year. Did you do what you said you were going to do in that year's Action? If so, how did it work out?

When you click the Green Plus button, your screen should look similar to the image below.

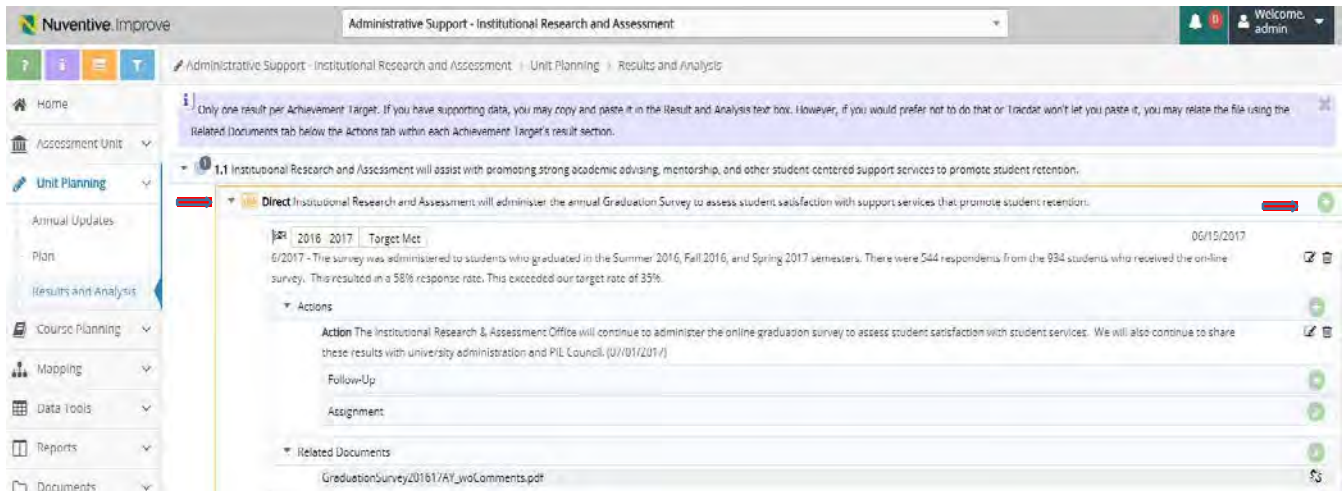
In the "**Follow-Up**" text box, explain what actually occurred over the past year. If the Action Statement was not followed through, please explain why.

After you have finished, REMEMBER to click the "SAVE" button in the upper right-hand corner and then "RETURN."

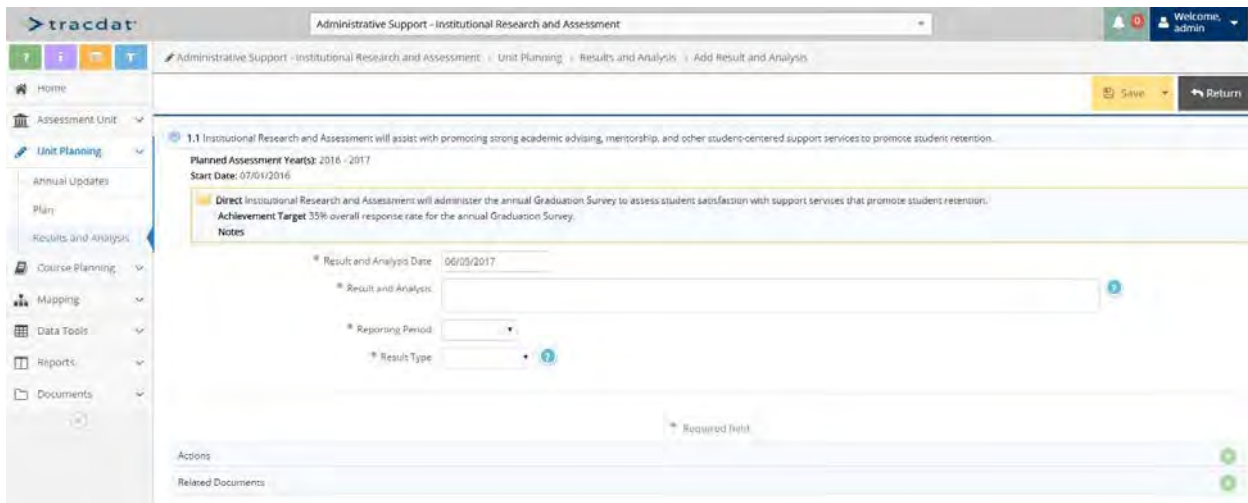


Remember you are entering follow-ups for the prior year and results for this year. Once you have finished entering all of your follow-ups, you are ready to enter results from this year for each outcome.

To add Results for each Achievement Target, click the Green Plus button to the far right of the screen directly beneath the Outcome. See below image.



When you click the Green Plus button, your screen should be like this:



The **Results and Analysis Date** will be defaulted to the date that you enter the results.

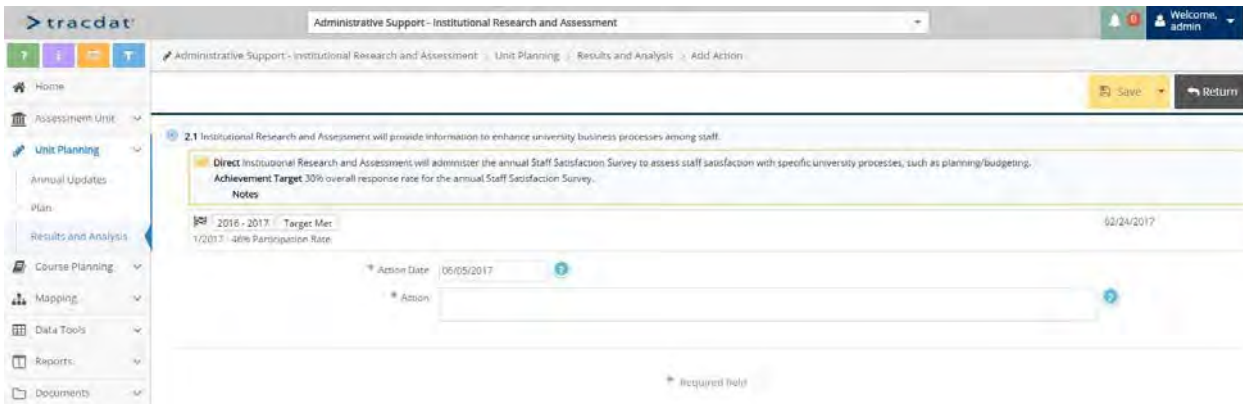
The **Reporting Period** will be for the current academic year.

The **Result Type** will either be “Inconclusive, Target Met, or Target Not Met.”

*****Only select “Inconclusive” if there was NO DATA collected or if this is a Baseline Year in a growth Achievement Target.**

Once finished, click Save and Return.

Next, scroll down on your “Results and Analysis” page to the “Action” section and click the Add New Green Plus button to the far right. The screen will look like this:



We recommend that the Action Date should be the first day of the academic year for the next school year according to the academic calendar. **The default date will be the date you are entering the results.**

As you can see, the **Action** is a required field, so even if your target was met, an Action Statement is still required. The Action Statement is a statement of intent = *“Now that you know the results, what changes, if any, do you plan to implement for the upcoming fiscal year?”* *If you plan to do the same thing, you must state why.*

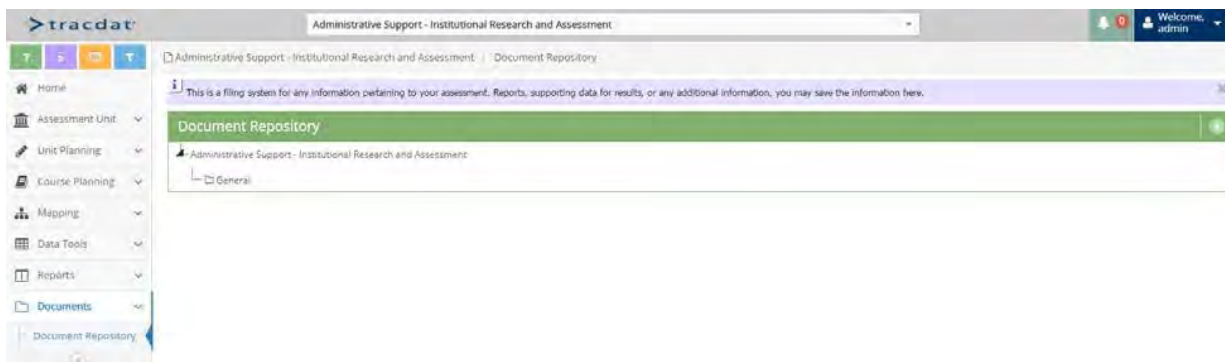
***If you want to make any changes to your assessment plan, please provide an explanation for your supervisor in the Action Statement and state exactly what changes you recommend.

Once finished, click Save and Return.

***IF you have Supporting/Related Documentation, please follow the directions below.**

Next go to the “Documents” tab, then click the “Document Repository,” which is like attaching a file in an email. This will enable you to look at any documents that pertain to your assessment, such as surveys or charts/tables for your results, etc. Before uploading, make sure you have a folder for the current assessed year. Click on Related Documents to verify the current year is listed. If it isn't, please add by pointing your mouse to Related Documents and to the right a small box appears. Click the box and choose "Add Folder" and enter your year (i.e. 2022-2023) and save.

Select the current year's folder and then Click the Green Plus located on the far right of the green Document Repository bar to add your documents.



Your screen should look like this:

“Click to browse for files” and the rest is like attaching a file to an email. You may give a more specific description if you like. Once finished, click Save. Upload all your files!

Once you have your files uploaded, you can pull these to support your plan and results by choosing to “Relate Document” by clicking the tool wrench button to the right. To start, go back to "Unit Planning" and "Results and Analysis."



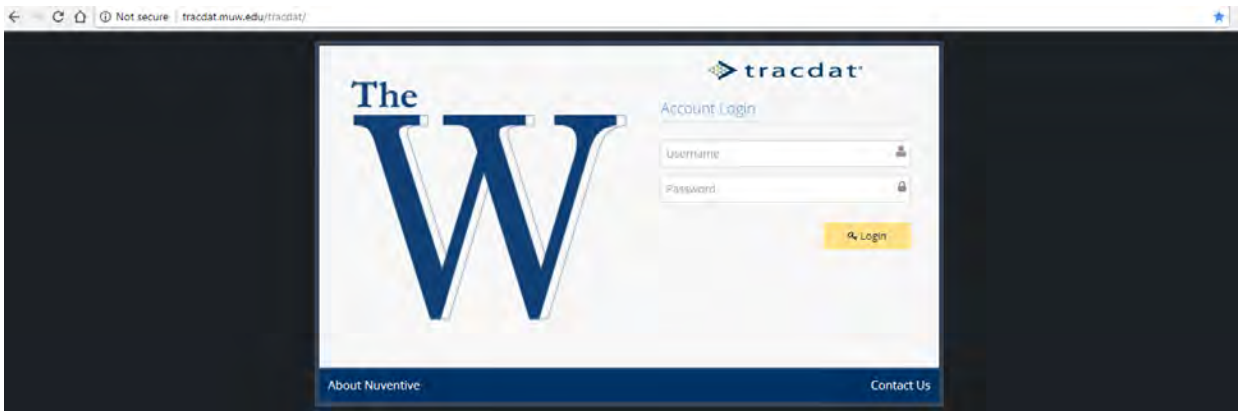
Then you simply drag and drop the documents that pertain to that particular aspect of the plan.

Once you drop them, click Complete in the upper right-hand corner.

Non-Academic/Administrative Unit: How to Enter Cabinet Member / Supervisor Reviews

Login to Tracdat to review the assessment results. Please login to Tracdat using your **name portion of your email** as your **username**. If you haven't changed your password, **muw123** is your **password**. If you have changed your password and have forgotten it, please let us know. We will be glad to reset it for you.

Click here to go to the login page for Tracdat <http://tracdat.muw.edu/tracdat/>



You may have multiple assessment units that need to be reviewed. In order to select the assessment unit in need of review, you will need to select it from the top center drop-down box on the page.

Outcomes	Assessment Methods	Results and Analysis	Actions	Follow-Up
✓ 1.1 (SLO)	2	2	2	0
✓ 1.2 (PO 4.d)	2	2	2	0
✓ 2.1 (SLO)	2	2	2	0
✓ 3.1 (SLO)	1	1	1	0
✓ 4.1 (SLO 1.e.)	2	2	2	0
✓ 5.1 (SAC)	1	1	1	0

Once you select the proper assessment unit, your home page will look similar to the image above.

Next, select the “Unit Planning” and “Results and Analysis” menu options on the left menu bar. Click the filter button at the top of the left menu bar to verify if the results have been filtered on a year. To limit the information you see, you may use the filter options.

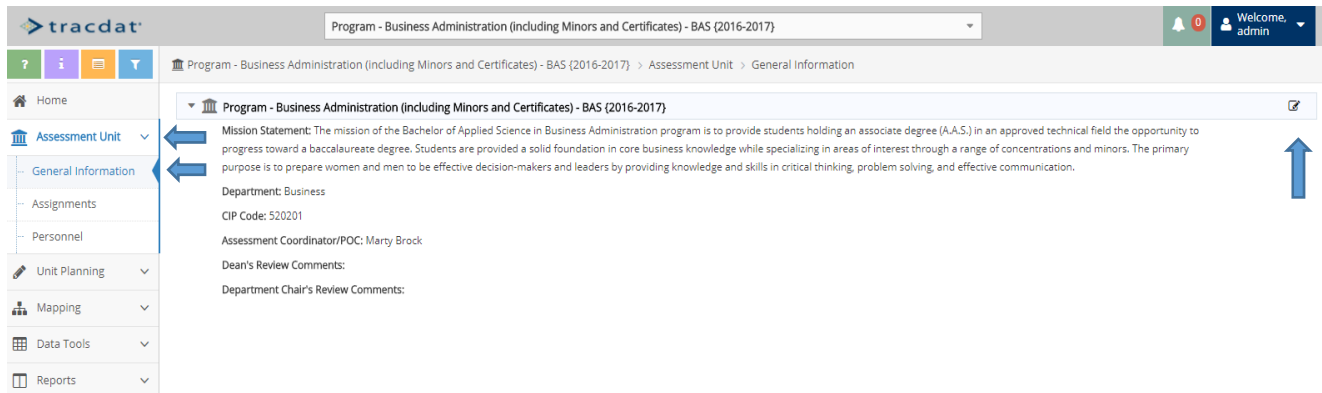
In the Filter Settings under “Result and Analysis Filters,” remove and/or add the prior year and the most current year. For example, prior year may be 2021-2022 and most current year would be 2022-2023. You may close the filter window by using the X in the upper right corner of the filter.

Take a moment and review the results provided for the most current year, Actions, and any attached Related Documents. You should also review the Follow-up statements recently entered for the prior year. In some instances, you will see [more] at the end of a sentence. Click it to see the rest of the information entered.

To the left of every outcome and measure is a right arrow that you may click to toggle/expand down to see the coordinators entries. You may click again to toggle/collapse the entry.

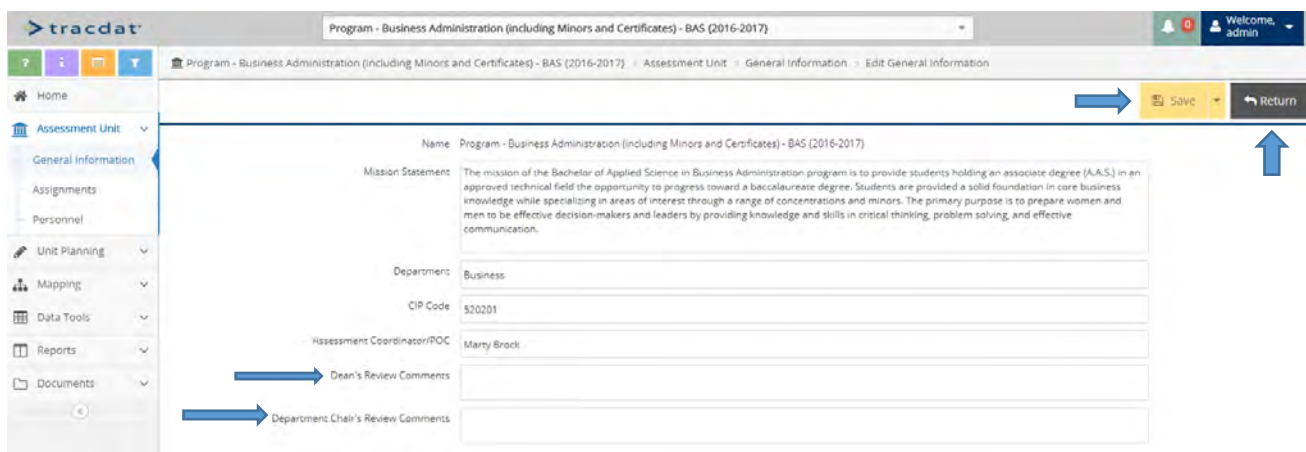
Once you are done reviewing the Results and Analysis, you are ready to enter your review. To leave your review confirmation and comments, please select the “Assessment Unit” tab to the left of the screen

Next, select the “General Information” subtab. Your screen should be similar to the image below. You will also see an edit icon button (notepad and pen) to the far right of the screen. Please click on it to open the edit page to leave your review comments.



Your edit page will look like the image below. ***If in an administrative unit, the box will be titled “Cabinet Member /Supervisor’s Review Comments”.***

Please enter **THIS YEAR’S** review comments **BEFORE** last year’s review. Once you have entered your review confirmation and comments, please **date it at the end in parentheses**. Always remember to select **“Save”** and then **“Return”** in the upper right-hand corner before switching to another assessment unit.



******** If you have any objections or concerns regarding any of the Action statements in a results report, please state them in your review comments. From there, you will need to work with the assessment coordinator for that unit to make any necessary edits to revised outcomes or measures for the next year. Email instra@muw.edu for help.

Appendix N: List of Non-Academic/Administrative Units Whose Assessment Coordinator Reports to a Supervisor Who is Not on Cabinet

Beginning in AY 2023-24 results, these units will have the supervisor of the assessment coordinator complete the Cabinet Member/Supervisor Review. Their Cabinet Member does not need to complete an additional review. The supervisors in these units are deans or the Associate Vice President for Academic Affairs.

- **Center for Education Support (formerly called Outreach & Innovation)**
- **Library**
- **Student Success Center**
- **Study Abroad**

