Academic Assessment Handbook
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Standard 4 of the standards of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), “Creating an Organization Committed to Learning and Improvement,” asks institutions to present evidence of their commitment to develop a climate of inquiry to learn about and improve student learning. (wascweb.org/senior/handbook.pdf)

Over the next few years, APU will be involved in the WASC Accreditation process. Annual assessment and program review are two ways in which we prove to WASC that we are doing what we say we are doing regarding student learning and capacity.

The accreditation process is intended to:

- Assure the educational community, the general public, and other organizations and agencies that an accredited institution meets the WASC Commission’s Core Commitments to Institutional Capacity and Educational Effectiveness and has been reviewed under Commission Standards;
- Promote institutional engagement on issues of educational effectiveness and student learning;
- Develop and share good practices in assessing and improving the teaching and learning process;
- Develop and apply standards to review, improve educational quality and institutional performance, and validate and revise these standards through ongoing research and feedback;
- Promote within institutions a culture of evidence, through which indicators of performance are regularly developed and data are collected to inform institutional decision making, planning, and improvement;
- Develop systems of institutional review and evaluation that adapt to institutional context and purposes, build on institutional evidence, support rigorous reviews, reduce the burden of accreditation, and add value to the institution;
- Promote active interchange of ideas among all institutions to improve institutional performance, educational effectiveness, and the process of peer review.
Participation: Assessment & Program Review

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta 1999). It is a continual annual process that culminates in your program participating in Program Review every 5 or 7 years. Assessment allows us to better serve APU students by pursuing academic excellence, providing qualitative and quantitative data for decision making, and meeting constituency and accreditation expectations.

Program Review is a vital process at Azusa Pacific University and within higher education in general. It provides the institution with the opportunity to demonstrate educational effectiveness to the institution, students, accrediting agencies, and the various communities we serve. It is a faculty-governed process that produces objective information, useful for decision making at every level—department, school or college, and the university as a whole. Program review is an essential, systematic, and periodic process in which all academic programs participate. It is critical we invest adequate time and energy in this shared requirement.

Formal program review is based on and must incorporate an academic program’s systematic and ongoing assessment. Simply put, all program reviews must adequately reflect the assessment activities completed in the years prior to the review report.

Program review enables APU, through its schools and colleges, and their departments, to examine the effectiveness of all its academic programs—to strengthen and maintain the University’s curriculum within a faith-based context by generating and pursuing informed recommendations related to student learning, program design, faculty effectiveness, and resource allocation aimed at achieving the University’s Academic Vision.

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American Association for Higher Education’s Principles of Good Practice for Assessing Student Learning

- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.
- Assessment is most effective when undertaken in an environment that is receptive, supportive, and enabling.
**BENEFITS**

**Organizational Planning, Reporting & Management**
Liberate yourself and your institution from mounds of paper attempting to document a lengthy accreditation process. Administrators can effortlessly add detailed instructions and pre-established workspace templates to mitigate the burden of the process for faculty members. Online reporting enables institutions to readily share access with third-party stakeholders (such as accreditation agencies). Access to real-time data (including quality assurance/review) enables administrators and instructors to reflect, analyze, and recommend or implement changes for campus-wide improvement in a timely manner.

**Online Content & Documentation Review**
Review content and reports at-a-glance online in real-time, providing immediate feedback to accelerate and facilitate the accreditation and reporting process.

**Objectives & Learning Outcomes Definition**
Enable faculty buy-in by ensuring they define their own objectives and learning outcomes.

**Communities of Practice Development**
Build consensus around defining learning outcomes, planning assessments, analyzing results, and implementing post-analysis changes.

**Customized Templates**
Promote ease-of-use through both terminology and appropriate prompts.

**Seamless Task Integration**
View an accurate, single mosaic of the institution’s overall performance as a result of successful integration of AMS.

**Curriculum Mapping**
Ascertain where key learning outcomes are addressed to ensure there are no gaps in the curriculum.

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The TaskStream Accountability Management System (AMS) is the web-based portfolio software APU uses for assessment administration. Each department/program is required to establish and maintain a department portfolio or, if desired, a separate portfolio for each program/major offered by the department.

TaskStream is the tool we use to house assessment information, it does not do assessment for you. This software allows APU to produce concise reports for WASC accreditation. It also allows departments/programs to produce reports for program review and outside accreditors, if needed. It is a way for us to have all our assessment information in one location.

Throughout this handbook, each section will have a few pages that will show you how to enter information into TaskStream.

The Office of Institutional Research and Assessment is always available to assist you with TaskStream if it is needed.
How do I get started?

Go to www.taskstream.com and enter your log-in information provided to you by OIRA. If you do not have a log-in, please contact OIRA at oira@apu.edu.

Navigating the Homepage

APU Assessment Folio and Edit Content will take you to the page where you can begin to enter your information. See page 9 of Handbook.

Add Comments is not a feature you are required to use. It can, however, be useful for faculty to make comments and suggestions about the assessments taking place.

Submit & Read Reviews will take you to a page where you can monitor what has been submitted, check the status of your submissions, and review any feedback OIRA has provided.

My Account allows you to edit your personal information.
INTRODUCTION

Edit Content is the section you will use most. This is where you will enter your assessment data.

Discussion can be used among the faculty in your department to facilitate conversation about the information entered.

Submission & Read Reviews is where you submit your completed information to TaskStream. You can also read any notes that OIRA has left for you regarding your information.

The Publish tab allows you to download, save, or print your assessment information. This feature will be useful as you prepare for program review.

TaskStream explains how to enter information into each section.
## DEFINITIONS

**Assessment Applications at APU**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>The strategies and resulting data by which an institution determines and understands the degree to which students have achieved the intended learning outcomes of a project, course, academic program, or institutional objective. Assessment provides summative evidence of learning and serves to improve learning.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Seeks to ascribe value or worth based on the assessment data and propose a course of action (e.g., continue on as is, make indicated adjustments, add a needed element, and/or terminate all or part of the system).</td>
</tr>
<tr>
<td><strong>Outcomes (Goals/Objectives)</strong></td>
<td>The intended results for any unit or department of a college or university. In the context of WASC Standards, primary emphasis is placed on student learning outcomes, which set forth the anticipated or achieved results of courses or programs or the accomplishment of institutional objectives, as demonstrated by such indicators as student attitudes, knowledge, skills and performance. Outcome measures may also address student access, success and other indicators aligned with institutional mission and goals.</td>
</tr>
<tr>
<td><strong>Individual Assessment</strong></td>
<td>Clinical and educational psychologists specialize in assessing (diagnosing) the psychological and/or educational status of their clients. They utilize published tests and other methods to draw conclusions about an individual or groups of individuals and provide needed assistance. The professional and legal (licensure) issues dictate standards and practices used in this form of assessment.</td>
</tr>
<tr>
<td><strong>Classroom Assessment</strong></td>
<td>Most elementary, secondary, and higher education institutions immediately think of classroom-based grading when they hear the term <em>assessment</em>. In general terms, the instructor's intent is to measure how well individual students achieved the course objectives. A wide range of assessment strategies are possible. The assessment end result is to assign an overall (final) grade to each student in the course. Secondly, the instructor may aggregate the individual grades and describe how the class did as a whole. Usually, the instructor establishes the standards and practices for all assessment used in her/his classroom; this is especially true in higher education.</td>
</tr>
<tr>
<td><strong>Program Assessment</strong></td>
<td>Another functional and long-standing name for program assessment is <em>program evaluation</em>. Typically, the focus is on determining if the program in question meets its stated goals and objectives (generically called <em>outcomes</em>) and/or produces the desired results. Here again, many appropriate methods exist to accomplish assessment at this level. Evidence or data are collected from individuals but <strong>not</strong> to describe the individuals' performance. Rather, the aim is to determine how well the program serves all the participants and/whether or not the participants as a group can perform at the desired level for a given outcome. Both individual and “embedded” classroom assessment (selected assignments or tests) may be utilized but only when the data are aggregated across all course sections and provide evidence for specific program outcomes. Normally, final course grades are <strong>not appropriate</strong> program assessment evidence because they reflect performance across all course objectives rather than focusing on a particular program outcome. Program leaders engage in a collaborative decision-making process to establish the assessment standards and practices, as well as share in evaluating the assessment results and taking whatever actions the data warrant.</td>
</tr>
</tbody>
</table>

**Assessment Versus Evaluation**

The Office of Institutional Research and Assessment makes a functional distinction between *assessment* and *evaluation*. Assessment involves systematically collecting evidence (data) related to one or more specific student learning outcomes (including faith integration) or program goals. The Office exists to assist with these processes. Assessment does not end, however, once data are in hand. Evaluation is a subsequent step taken by the department’s faculty and/or staff. The aim is making decisions based on the assessment evidence and determining what, if any, actions to take to improve the academic program.

**Assessment Linked with Program Review**

Assessment is a continuous, never-ending process that serves as the foundation for program review, an event occurring on a periodic basis that incorporates the results from multi-year assessment activities. Assessment and program review go hand-in-hand.
TIMELINE
Assessment Timeline 2010/2011

Important Dates to Remember:

December 1, 2010
2010/11 Annual Plan Due

June 1, 2011
2010/11 Annual Report Due
2011/12 Annual Plan Due
Your assessment plan has many elements that need to be created before you can complete a comprehensive annual assessment and eventually a program review. The list to the left are the elements needed as part of your assessment plan.

Each element has specific instructions that we will outline for you in the following pages. These instructions will include information about:

- How to write the elements
- Required information
- How the elements relate to program review
- Visual instructions to enter information into TaskStream
Mission Statement

What is a Mission Statement? How do I write one?

APU’s Mission Statement
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

What is a Mission Statement?
A written functional statement that provides a precise description of why the department exists and what it does. It is a "measurable" statement that serves as the basis for all subsequent assessment.

Tips for writing your Mission Statement

All departmental faculty and staff should be included in the process.

A single mission statement for the entire department and all its programs/majors is sufficient if it includes everything the department does. However, some departments elect to develop separate mission statements for each program/major they offer.

The best mission statements are brief, perhaps only two to three sentences long.

The departmental mission also should reflect the APU mission.

Abstract terms and phrases should be avoided.

While writing a mission statement, keep in mind an underlying question: "Can we assess what is being written?"

Ensure the department actually does what is stated in the mission statement.

The Stranger Test:
A mission statement is a concise, understandable paragraph. To test its effectiveness, show the mission statement to someone unfamiliar with the department. If the person does not understand it, start over.

How is a Vision Statement Different?
A vision statement expresses what the organization wants to become. It shapes and directs the organization’s future.* Vision statements are not required but are suggested in order to consider the future planning in your department.

Program Review
Component A - Context and Mission
Programs will describe where the program fits within the University structure (e.g., school/dept.) and what degrees or concentrations it grants. The program’s mission and purpose and how it helps to fulfill the broader mission of APU will be discussed. Trends in higher education as they relate to the need for the program will be identified. Recommendations from the last program review (or the program’s inception) will be described and evaluated as a context for beginning the current review.

The Department of Mathematics and Physics at Azusa Pacific University offers undergraduate degree programs in mathematics and physics a single-subject waiver for a teaching credential in mathematics and a pre-degree engineering program; provides general education mathematics and science courses consistent with the outcomes of a liberal arts education; and prepares students for graduate study or success in their chosen careers.

NOTE: The above example is very straightforward and includes all four required elements. Two more issues are noteworthy. First, this particular mission statement does not include phrases related to faith integration, which may be desired by some departments. Second, the example avoids ideas and language that reflect “visionary ideals” or hard-to-assess task.

The Department of Computer Science at Azusa Pacific University offers undergraduate degree programs in computer science and computer information systems, provides general education computer literacy courses for our student community and support courses for mathematics majors, prepares students for graduate study or success in their chosen careers, and seeks to assist students in applying their knowledge and skills in service to society based on an understanding of Christian truth and values.

The Department of Communication Studies offers undergraduate degree programs in communication studies and journalism, supports the general studies program with courses in public communication and other general studies electives, and prepares undergraduate students for professional placement and/or graduate programs. Emphasis is placed upon the application of Christian truth and values to the study of communication theories and processes, consideration of ethical issues, and the mastery of current scholarship in each field.
1. Click Step 1 - Mission.
2. Click Edit Work.
3. Click Check Out.
4. Click Edit.
5. Enter text here.
6. Click Submit.
7. Click Return to Work Area.

8. Click Check In.

9. Click Return to Work Area.

If you are making changes to your Mission Statement, you can enter comments regarding the changes you made.

When you are done entering your information you must SUBMIT your work. See page 68 for information on how to submit work.
What are Student Learning Outcomes?

Student Learning Outcomes (SLOs) are statements that identify, in measurable terms, what specific skills, values, and attitudes students should exhibit. Consider the type of learning a student experiences when creating your SLOs:

- **AFFECTIVE**—*How does the student feel?* (dispositions, attitudes, opinions)*
- **BEHAVIORAL**—*What can the student do?* (actions, skills)*
- **COGNITIVE**—*What does the student know?* (facts, information, knowledge)*

Include faith integration—outcomes that focus on faith development and the ability to articulate Christian values. All departments are asked to include at least one or two faith integration outcomes.

*See Appendix for additional information related to these questions.

Where do we start?

First you need to collect information that will help inform what your SLOs need to include:

- **Describe your ideal student**
  - What are the strengths, skills, and values s/he possesses?
  - What program experiences should s/he have?
  - What achievements do you expect of graduates?
  - What is the profile of your alumni?

- **Collect instructional materials**
  - Syllabi and course outlines
  - Course assignments and tests
  - Textbooks

- **Collect informational materials**
  - Brochures and catalogue materials
  - Accreditation reports
  - Curriculum committee reports
  - Mission statements

- **Review documents of similar programs at other universities**
- **Administer a focus group of “stakeholders” to ask them what they feel they are learning or should be learning.**

*See page Appendices A, B, & C for action verb lists and examples. Adapted from the Ball State University Assessment Workbook (1999) & UMass Amherst OAPA Handbook (2001)
As you are creating your Student Learning Outcomes, use this rubric to evaluate the various parts that should be included and how clearly they are stated.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 - Missed Altogether</th>
<th>2 - Vague</th>
<th>3 - Implied</th>
<th>4 - Clearly Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stated in terms of the learner</td>
<td>Missed; not stated in student terms; focus is on content covered or instructor activities</td>
<td>Ambiguous; cannot discern readily that the emphasis is on student learners</td>
<td>Somewhat ambiguous; emphasis on student learners is implied</td>
<td>No ambiguity; focuses clearly on student learning</td>
</tr>
<tr>
<td>Focuses on a specific learning domain (know, feel, or do¹)</td>
<td>Missed; a specific learning domain is not evident or even included</td>
<td>Ambiguous; cannot discern readily the intended learning domain; questionable</td>
<td>Somewhat ambiguous; the learning domain is implied but not stated clearly</td>
<td>No ambiguity; the learning domain is obvious in the wording and stated clearly</td>
</tr>
<tr>
<td>Uses terms and language that facilitate measurement² (feedback, evidence)</td>
<td>Missed; main verb and language in general do not lend themselves to knowing if the intended learning is achieved</td>
<td>Ambiguous; main verb and language in general are abstract; lacks adequate specificity; unsure when or how intended learning is achieved</td>
<td>Somewhat ambiguous; the main verb and language in general imply learning but; achievement left to implication or interpretation</td>
<td>No ambiguity; main verb and language in general are well chosen, no doubts; clearly identifies the intended learning</td>
</tr>
<tr>
<td>Sets forth a realistic and reachable expectation³</td>
<td>Missed; expected learning is unrealistic and not achievable</td>
<td>Ambiguous; cannot determine exactly if it is attainable; difficult to determine if it is realistic</td>
<td>Somewhat ambiguous; the expected learning may or may not be achievable</td>
<td>No ambiguity; the learning expectation is realistic and attainable; stated clearly</td>
</tr>
</tbody>
</table>

¹ Know = Cognitive, Feel = Affective, Do = Behavioral

² The term “measurement” is used to denote student learning outcomes that lend themselves to assessment. That is, the words, phrases, and syntax that are used clearly identify a result or product and facilitate or suggest ways it is possible to discern (assess) if the intended learning expressed in the statement is achieved (or is in process of being achieved).

³ What is realistic and attainable differs based on available resources, the specific student level (undergrad, grad, etc.), and shared professional judgment.
## TYPES OF OUTCOMES

### Mastery outcomes
Mastery outcomes are typically concerned with *minimum performance* essentials—those learning tasks that must be mastered by all students for success at the next level of instruction. These objectives tend to be limited enough in scope that all, or nearly all, intended outcomes can be achieved.

**Examples:**
- Solve quadratic equations.
- Identify symbols used on weather maps.
- Identify parts of the microscope.

### Developmental outcomes
Developmental outcomes are concerned with more complex learning outcomes—those learning tasks toward which students can be expected to show varying degrees of progress. Developmental objectives are often written in a two-step process in which a general objective is stated along with a sample of specific learning outcomes.

**Examples:**
- Understand basic scientific principles.
- State the principle in his/her own words.
- Give an example of the principle.
- Distinguish between correct and incorrect applications of the principle.
- Identify predictions that are in harmony with the principle.

Adapted from the Ball State University Assessment Workbook (1999)

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Gronlund (1981) provided the following list of types of outcomes. The list delineates many of the major areas in which instructional objectives might be produced. The specific categories were intended to be suggestive, not required.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>terminology</td>
<td>social attitudes</td>
</tr>
<tr>
<td>specific facts</td>
<td>scientific attitudes</td>
</tr>
<tr>
<td>concepts and principles</td>
<td></td>
</tr>
<tr>
<td>methods and procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
<th>General skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>concepts and principles</td>
<td>laboratory skills</td>
</tr>
<tr>
<td>methods and procedures</td>
<td>performance skills</td>
</tr>
<tr>
<td>written material, graphs, maps, and numerical data</td>
<td>communications skills</td>
</tr>
<tr>
<td>problem situations</td>
<td>computational skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>factual information</td>
<td>personal interests</td>
</tr>
<tr>
<td>concepts and principles</td>
<td>educational interests</td>
</tr>
<tr>
<td>methods and procedures</td>
<td>vocational interests</td>
</tr>
<tr>
<td>problem-solving skills</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking skills</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>critical thinking</td>
<td>literature, art, and music</td>
</tr>
<tr>
<td>scientific thinking</td>
<td>social and scientific achievements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>social adjustments</td>
</tr>
<tr>
<td>emotional adjustments</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Developing SLOs

HOW DO I DEVELOP A STUDENT LEARNING OUTCOME?

Shortcomings can typically be seen by asking two simple questions:
“Can it be measured?”
“Is learning being demonstrated?”

Take a look at the following examples:
1. Students will be able to understand various diverse populations.  
   Learning is demonstrated, but this SLO will be difficult to measure.
2. Students will write lesson plans.  
   This can be easily measured, but learning is not necessarily being demonstrated.

We see readily that the learning outcomes above have shortcomings. We can rewrite these to make the learning outcomes measurable and demonstrative of learning:
1. Students will be able to identify characteristics of various ethnic groups.
2. Students will be able to design and implement academic lesson plans.

Both SLOs answer the two questions. They are measurable and demonstrate that the student has learned!

TOO general and VERY HARD to measure...
1. …will appreciate the benefits of exercise.
2. …will be able to access resources at APU.
3. …will develop problem-solving skills and conflict resolution.
4. …will be able to have more confidence in their abilities.

Still general and HARD to measure...
1. …will value exercise as a stress reduction tool.
2. …will be able to develop and apply effective problem solving skills that would enable one to adequately navigate through the proper resources within the university.
3. …will demonstrate ability to resolve personal conflicts and assist others in resolving conflicts.
4. …will demonstrate critical thinking skills, such as problem solving as it relates to social issues.

Specific and relatively EASY to measure...
1. …will be able to explain how exercise affects stress.
2. …will be able to identify the most appropriate resource that is pertinent to their university concern.
3. …will be able to assist roommates in resolving conflicts by helping them negotiate agreements.
4. …will demonstrate the ability to analyze and respond to arguments about racial discrimination.

Avoid SLOs that include vague statements, such as:
To know
To understand
To enjoy
To appreciate
To grasp the significance of
To comprehend
To believe

Adapted from University of Rhode Island, 2007

DEVELOPING A PLAN

SLOs
Art History
The student will be able to compare and contrast various periods in European art, distinguishing historic influences of the major art epochs.

English
The student will be able to write multiple-page essays that meet college-level academic standards for content, organization, style, grammar, mechanics, and format.

Economics
Use an appropriate analytic frame to predict the impact of policy proposals on social welfare.

Chemistry
Students demonstrate understanding of fundamental concepts of chemistry by definition, explanation, and use of these ideas in examinations and laboratory exercises.

Physics
The physics graduate student will have a specialized knowledge in one of the sub-fields of physics, such as atomic and molecular physics, condensed matter physics, nuclear and particle physics. In addition, the physics graduate will be able to demonstrate a basic knowledge in all the subfields mentioned above.

Music
Upon graduation, most majors will have the ability to design and carry out an ethnographic research project with a focus on musical performance or musical experience (defined broadly).

Basic Computer Skills
Given a sample dataset, the student will use Excel to create a spreadsheet that incorporates simple mathematical formulas.

Library Resources and Research
Given specific websites to evaluate, students will be able to assess each website’s authority, currency, bias, and accuracy.
**Mapping**

What is mapping?

*Mapping* is a planning tool used to ensure your program is addressing all the University Student Learning Goals (USLGs), the Academic Vision Goals, and the Student Learning Outcomes of the department.

**USLG Mapping** allows departments to connect their student learning outcomes to the University Student Learning Goals. As you are mapping your SLOs to the USLGs, you should have at least one SLO, or more, for each USLG. If there are USLGs that are not linked to any SLO, an SLO needs to be created.

More information can be found on page 23 of this handbook.

**Academic Vision Mapping** allows departments to connect their student learning outcomes to the four WASC themes:
- Faith Integration
- God-honoring Diversity
- Intentional Internationalization
- Transformational Scholarship

This process helps us identify evidence that can be used in APU’s WASC reports.

More information can be found on page 24 of this handbook.

**Curriculum Mapping** allows a department to identify which courses are meeting their student learning outcomes. Each department will identify their courses’ level of practice to each SLO using the following key:

- I = Introduced
- D = Developed & Practiced
- M = Mastered

More information can be found on page 34 of this handbook.
Students who complete degrees at Azusa Pacific University shall be able to:

CHRIST
1. Explain the relevance of Jesus Christ and His teachings to their major discipline, personal and professional values, ethics, and commitments.

SCHOLARSHIP
2. Demonstrate effective written and oral communication skills.
3. Critically evaluate, integrate, and apply knowledge.
4. Achieve quantitative, technical, linguistic, and information literacy.
5. Demonstrate competence in the content and methods of their chosen discipline or professional program.
6. Practice skillful collaboration within small-group settings.

SERVICE
7. Apply acquired competencies through service in various community contexts.

COMMUNITY
8. Articulate their own intellectually informed values and cultural perspectives as well as those of others.
9. Demonstrate respectful and equitable relationships with persons from diverse backgrounds in a manner that values differences.

APU has nine basic, broad learning outcomes that identify common learning expectations for all students who attend APU and serve as a foundation for developing all undergraduate programs, graduate programs, and co-curricular functions.

It is unlikely any department can achieve all the USLGs, but all departments are expected to pursue faith integration outcomes. Departments should deliberate in selecting, stating, and pursuing outcomes appropriate to their programs and departmental goals. A collective effort among departments should result in all the USLGs being addressed some place or at some point in the student’s experience at APU.

The APU faculty recognizes that it is impossible to completely define the educational process, but it is possible to pursue selected goals that reflect the University’s mission and priorities. To the left are broad-learning goals the University seeks to accomplish based on the four cornerstones of APU. These are foundational goals upon which to build specific discipline- or program-based student learning outcomes at the undergraduate and graduate levels.

Each program will be required to map their SLOs to the University Student Learning Goals (USLGs).
In 2005, APU introduced Academic Vision 2016 to ensure the University is meeting the standards it says it is.

The Academic Vision themes (listed to the left) have also been a large part of our WASC reaccreditation. In order to collect the data needed for reaccreditation, all programs are required to map their student learning outcomes to the Academic Vision.

Similar to the University Student Learning Goals, we want to make sure we represent all the themes adequately inside and outside the classroom.

---

**Academic Vision 2016**

*Definitions*

**Transformational Scholarship**
The scholarly process at Azusa Pacific University should be an ongoing endeavor that fosters a culture of inquiry, informed by faith; involves students; contributes to the quality of teaching, research, and scholarship; and has a direct and lasting impact on learning. The products and processes of scholarly activities will be diverse, reflecting the strengths of each discipline as well as individual gifts.

**God-honoring Diversity**
We support a diverse university across lines of race, ethnicity, culture, gender, socioeconomic status, class, age, and ability.
APU Positional Statement on Diversity: [http://www.apu.edu/about/diversity/](http://www.apu.edu/about/diversity/)

**Faith Integration**
Faith Integration is understood as informed reflection on integrating Christian faith within the academic disciplines, professional programs and lived practice in order to advance the understanding of Christian perspectives on truth and life to advance the work of God in the world.

**Intentional Internationalization**
Intentional internationalization emphasizes the pursuit of intercultural and ethnic understanding, both at home and abroad. This desire for global engagement calls for an active exploration of events, institutions, peoples, problems, and issues within and beyond our nation’s borders in order to promote the peace, joy, and love of God and to help form culturally competent faculty and students.
1. Click Student Learning Outcomes.

2. Click Check Out.

3. Click Create New Outcome Set.

4. Enter a Set Name; usually “Student Learning Outcomes” works best.

5. Click Continue.
6. Click Create New Objective.

7. Enter the title of your first Student Learning Outcome in the Objective section.

8. Enter a description, if needed.

9. Click Continue.

10. Click Create New Outcome to add specific outcomes.
11. Give the SLO a descriptive name.

12. Enter the full SLO here.

13. Click Continue when finished.

14. Choose the Add Mapping option to map your outcomes to the University Student Learning Goals and the Academic Vision Goals. (You will do this for every SLO you create.)

15. In the drop down menu, choose “Goal sets distributed to (your area name).”

16. Click Go.
17. Choose the University Student Learning Goals.

18. Click Continue.

19. Select the Goal(s) that your SLO supports.

20. Click Continue.
21. To map the Academic Vision Goals, select Map.

22. Select Create New Mapping.
23. In the drop down menu, select “Goal sets distributed to (name of your area).”

24. Click Go.


26. Click Continue.
27. Chose one or more Academic Vision Goals that your SLO supports.

28. Click Continue.

29. When you have entered all your SLOs and mapped them, click Check In.

When you are done entering your information you must SUBMIT your work. See page 68 for information on how to submit work.
Program Goals

What are Program Goals?

Program Goals, formerly ICOs, are created to support institutional capacity to ensure programs have the administrative structures, processes, and/or resources (people, money, time, facilities, equipment, etc.) needed, or desired, to achieve their student learning outcomes. Program Goals are not learning outcomes, but objectives that speak to the elements that support the learning outcomes.

Write as many goals as needed, but be selective; it is impossible to do or have everything.

As departments develop and write their program goals, they should make certain each goal:

- **Identifies a specific operational or functional intent**, something the department or program wants to have, do, or achieve. It is acceptable to establish program goals for a department as a whole, for the department's specific programs, or a combination of both. Similarly, departments might include goals related to student enrollments, completion rates, etc. goals that speak to student issues but are not learning- or faith-integration outcomes.

- **Is achievable at an acceptable level**, given available time and resources. Ask the simple question: Is the goal implying, requiring, or expecting something outside the department or program’s ability to accomplish, acquire, or actually deliver? APU does not possess unlimited resources. Avoid creating unrealistic expectations for the department, program, or personnel.

- **Utilizes language that clearly identifies when, how, or if the goal is achieved.**

It is common for departments to prioritize their program goals in some manner. While a department is free to select any prioritization method it wishes, the simplest method is to list the goals in the order the department wants them achieved.
The instructions for the Program Goals are the same as those for the Student Learning Outcomes. Please see page 25 and follow the instructions provided for the Student Learning Outcomes but using the Program Goals section under *Step 2 - Outcomes.*

There is no mapping required for Program Goals at this time.
1. Click Curriculum Map under Step 2 - Outcomes.

2. Click Check Out.

3. Click Create New Curriculum Map.

4. Enter a Map Title; usually Curriculum Map to SLOs is suitable.

5. Enter a Description, if needed.

6. Click on Select next to Student Learning Outcomes. The following message will appear: The map will open in a new window. After you have finished working on the map and saved your changes, you will need to close the window to return to your workspace. Click OK.
7. Click Edit Map.

Make sure your browser allows pop-ups. If it doesn’t, give permission for TaskStream to use pop-ups. If a new window does not open up, you need to use step 7. If a new window opens up, continue to the information below.

Navigating the Curriculum Mapping Window

Mapping Actions... is a drop down menu that contains the following options:

- Manage Alignment Set
- Create New Category
- Create New Course/Activity
- Copy from Another Map
- Print View
- Export to PDF

The Student Learning Outcomes will appear across the top.

Courses and Learning Activities is the default category you can use to list your courses, or change it to organize your courses more effectively.

Consistently hit Save Now to ensure your mapping is saved in the system.

Make sure these boxes are checked so the descriptions for your SLOs appear across the top.
8. To edit the default category name, click on Course and Learning Activities and the box to the left will appear.

One program might utilize courses from other departments or courses with different course IDs. Our suggestion is to categorize the course by the first 3-4 letters of the course name such as UBBL or LDRS.

You do not need to enter a Description for the Category Name, but it might help you to write out what the acronym is for the course, such as LDRS = Leadership.

9. When you are finished, click Apply Changes.

10. To add another Category, select Create New Category under the Mapping Actions drop down menu.

11. The same box from the above sample will appear. Enter a Category Name and Description and click Create.

12. There are 2 ways to Create a New Course:
   A. Under the Mapping Actions drop down menu, select Create New Course/Activity, or
   B. click the small triangle to the left of the course name.
13. For the Course/Activity ID, enter the Call Number of the course.

14. The Course Activity Title should be the name of the course as it appears in the Undergraduate/Graduate catalogues.

15. The Description will be the description of the course found in the Undergraduate/Graduate catalogues.

16. You do not need to provide a link at this time.

17. Click Create when you are finished.

Do not sit down with the Undergraduate and Graduate catalogues and type in all the courses.

Go to: http://www.apu.edu/courses/, look up the courses you offer, and copy and paste the information into TaskStream.

Note: The Description in TaskStream only holds 500 Characters, so you might need to shorten some of the descriptions.
If you enter a course under the wrong Category, you can select the up/down arrows to the left of the Course ID and drag the course to the appropriate category.

To delete a course, click the X in the upper right-hand corner of the courses box.

18. To Map the Course to an SLO, select the “Click” box in the corresponding box.

DON'T FORGET TO SAVE!

1 Click will show the Introduced icon.
2 Clicks will show the Developed icon.
3 Clicks will show the Mastered icon.

Every course should map to at least one of the department’s student learning outcomes.

19. Once you have entered all the courses, save your work, close the window, and click Check In.

When you are done entering your information you must SUBMIT your work. See page 68 for information on how to submit work.
Overall Plan

What is the overall plan?

All academic departments are expected to develop an Overall Assessment Plan—a written plan that outlines how the department intends to assess its stated outcomes/goals. The Overall Plan serves as a “catalog” listing all the departmental outcomes/goals, where they are addressed, the intended assessment methods (measures), and how often each outcome/goal is assessed. The overall plan is constructed once and updated based on assessment feedback (data/evidence).

The outcomes/goals might have many measures, but you do not need to use every measure every year. Some measures might only be used once every two years.

The Overall Plan will not only include planning what types of assessment you will conduct for each outcome/goal, but you will also create a 5- or 7-year plan to work toward your Program Review.

**MEASURE COMPONENTS AT-A-GLANCE**

When developing and writing an Overall Assessment Plan, the following elements are required for each SLO and program goal:

- Measure Title
- Measure Type/Method
- Measure Level
- Details/Description
- Acceptable Target
- Ideal Target
- Implementation Plan (timeline)
- Key/Responsible Personnel
- Supporting Attachments

See page 42 of the handbook for a worksheet about measures.
### Overall Plan

What is a Measure?

<table>
<thead>
<tr>
<th>REQUIRED ELEMENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure Title</td>
<td>The title needs to be brief but informational. If you are using survey information, the name of the survey is a good title. If you are using multiple methods of assessment, you must separate each method into a different measure. (Example: If you are using two surveys to assess the same SLO, you must use a separate measure for each survey.</td>
</tr>
</tbody>
</table>
| Measure Type/Method:   | There are four types of direct methods and four types of indirect methods to choose from:  
**Direct:** Student Artifact, Exam, Portfolio, Other  
**Indirect:** Survey, Focus Group, Interview, Other  
TaskStream allows you to choose one of these four methods in a drop-down menu for each measure. It is important to use various types of methods for assessment to ensure accurate perceptions. See page 41 of this handbook for more detailed information on direct and indirect methods of assessment.                                                                                       |
| Measure Level          | There are four types of measure levels to choose from:  
**Course, Institution, Program, Other**  
For measures that relate to work in various courses, you would choose the course level. If a measure is a program-wide event, you would choose program, etc.                                                                                                                                                                                                                     |
| Details/Description    | Include a brief description, of the measure with details. This may include information such as where the outcome is addressed in your program—specific courses, services, internships, service projects, work experiences, independent studies, etc.                                                                                                                                                                                                 |
| Acceptable Target      | The level of acceptable performance or accomplishment.                                                                                                                                                                                                                                                                                                                                                       |
| Ideal Target           | The intended performance standard; the level of best performance or accomplishment.                                                                                                                                                                                                                                                                                                                             |
| Implementation Plan    | How often is this measure assessed—yearly, every other year, etc.? Some outcomes may require collecting data on a yearly basis, while others fit nicely into a rotating assessment schedule.                                                                                                                                                                                                                       |
| Key/Responsible Personnel | If there are specific faculty/staff members on which a measure is dependent, list them here.                                                                                                                                                                                                                                                                                                                   |
| Supporting Attachments | Include any documents that will help us understand the type of assessment you are conducting or the types of benchmarks you are using. These documents may include grading rubrics, sample papers, sample tests, questions on surveys, etc.                                                                                                                                                                                        |
Overall Plan

Types of Measures

DIRECT MEASURES
Include performance assessments that require students to demonstrate their competence in one or more skills (Palomba, 1999).

- Scores and pass rates on standardized tests (licensure/certification as well as other published tests determining key student learning outcomes)
- Writing samples
- Score gains indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- Locally designed quizzes, tests, and inventories
- Portfolio artifacts (designed for introductory, working, or professional portfolios)
- Capstone projects (including research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- Case studies
- Team/group projects and presentations
- Oral examinations
- Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- Service-learning projects or experiences
- Authentic and performance-based projects or experiences engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- Graduates’ skills in the workplace rated by employers
- Online course asynchronous discussions analyzed by class instructors
- Whenever appropriate, scoring keys (rubrics) help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

INDIRECT MEASURES
Ask students to reflect on what they have learned and experienced rather than to demonstrate their knowledge and skills, providing proxy information about student learning (Palomba, 1999).

- Comparison between admission and graduation rates
- Number or rate of graduating students pursuing their education at the next level
- Reputation of graduate or post-graduate programs accepting graduating students
- Employment or placement rates of graduating students into appropriate career positions
- Course evaluation items related to the overall course or curriculum quality, rather than instructor effectiveness
- Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community
- Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews dealing with current students’ perception of their own learning
- Surveys, questionnaires, focus-group or individual interviews dealing with alumni’s perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- Surveys, questionnaires, focus-group or individual interviews dealing with the faculty and staff members’ perception of student learning as supported by the programs and services provided to students
- Quantitative data such as enrollment numbers
- Honors, awards, scholarships, and other forms of public recognition earned by students and alumni

Adapted from: http://www.csuohio.edu/offices/assessment/exmeasures.html
## Required Element

<table>
<thead>
<tr>
<th>Measure Title</th>
<th>The title needs to be brief but informational. If you are using survey information, the name of the survey is a good title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure Type/Method:</td>
<td>Choose only one of the following. (In TaskStream, these will be in a drop down menu.) See page 41 of the handbook for more information regarding direct and indirect methods of assessment.</td>
</tr>
<tr>
<td>Measure Level</td>
<td>Choose only one of the following. (In TaskStream, these will be in a drop down menu.)</td>
</tr>
<tr>
<td>Details/Description</td>
<td>Describe where the outcome is addressed in your program—specific courses, services, internships, service projects, work experiences, independent studies, etc.</td>
</tr>
<tr>
<td>Acceptable Target</td>
<td>The level of acceptable performance or accomplishment.</td>
</tr>
<tr>
<td>Ideal Target</td>
<td>The intended performance standard; the level of best performance or accomplishment.</td>
</tr>
<tr>
<td>Implementation Plan (timeline)</td>
<td>How often is this measure Assessed—yearly, every other year, etc.? Some outcomes may require collecting data on a yearly basis, while others fit nicely into a rotating assessment schedule.</td>
</tr>
<tr>
<td>Key/Responsible Personnel</td>
<td>If there are specific faculty/staff members in which a measure is dependent on, please list them here.</td>
</tr>
<tr>
<td>Supporting Attachments</td>
<td>Include any documents that will help us understand the type of assessment you are conducting or the types of benchmarks you are using. These documents may include grading rubrics, sample papers, sample tests, questions on surveys, etc.</td>
</tr>
</tbody>
</table>
1. Click Overall Plan.

2. Click Check Out.

3. Click Create New Assessment Plan.

4. Click on the headings to see the Edit and Select Outcomes Options.

5. Click Edit to enter the Mission Statement.
6. If you have already entered a Mission Statement under Step-1, it will automatically show up here. If you decide to make changes to the Mission Statement under the Overall Plan, TaskStream will ask you if you would like to update the other areas.

7. Click Submit when you are finished.

8. To add outcomes, click Select Outcomes.
9. If you have already entered your Student Learning Outcomes and Program Goals, please click Select Existing Set.

10. Select the Outcome set you want to import.

11. Click Continue.

12. Check the Include All?

13. Click Accept and Return to Plan.
14. Select Add New Measure.

If you are using the same or similar measure for multiple SLOs, you can Import the Measure from another SLO.

15. Enter information into each category. (A worksheet on page 42 of the handbook describes the type of information needed.)

16. Click Apply Changes when you are finished.
Each SLO should have at least one measure. Some SLOs will have multiple measures, which is encouraged. You do not need to assess every measure every year. The Overall Plan is where you outline how you are going to assess your Student Learning Outcomes and Program Goals. When you build your Annual Plan you can be more selective about the measures you want to include for that year.
18. To add Program Goals to the Overall Plan, click on Select Existing Set.

19. Select Program Goals.

20. Click Continue.
21. Check the Include All box.

22. Click Accept and Return to Plan.

23. Add new measures similarly to how you entered measures for student learning outcomes on page 46 (starting with step 14)

Don’t forget to Check-In when you are finished!

When you are done entering your information you must SUBMIT your work. See page 68 for information on how to submit work.
Your assessment plan has many components that need to be created before you can complete a comprehensive annual assessment and eventually a program review. The list to the left are the elements required as part of your assessment plan.

In the following pages, we provide for you specific instructions for each component. These instructions will include information about:

- How to write the components
- Required information
- How the components relate to program review
- Visual instructions on how to enter information into TaskStream
What is the Annual Plan?

Based on the existing Overall Plan, each academic department is expected to develop an **Annual Assessment Plan**. These functional implementation plans identify who does what, when, and how. Annual plans are designed to orchestrate collecting specific evidence (data) on specific outcomes, in specific ways, at specific times. The overall plan provides the big picture, while the annual plan is a specific **roadmap to direct the actual assessment activities**.

Annual plans will be created after you go through the Program Review process for the subsequent years until the next Program Review. Annual plans can be changed at anytime, but a tentative plan needs to be created.

Use following page of this handbook to evaluate your assessment activities each year. The rubric will allow you to self-evaluate each part of the assessment process.

**NOTE:** Some outcomes may require collecting data on a yearly basis, while others fit nicely into a rotating assessment schedule.

While working in TaskStream, you will notice two new categories under the Annual Assessment menu:

- Faculty Vitae Repository  
  (p.67 of the handbook)
- Syllabi Repository  
  (p.68 of the handbook)

More information on these new elements can be found in the Appendix.

**2010/11 Annual Assessment Plans must be finalized by December 1, 2010**
Use the chart below to evaluate your assessment plan. This information should be re-evaluated at the beginning of each year, based on the information found in the previous year’s Annual Report.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Information Evaluated?</th>
<th>Evaluate your activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>E</td>
</tr>
<tr>
<td><strong>Mission Statement</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Program Goals</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Mapping</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Overall Plan</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Annual Plan</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Annual Report</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Assessment Documents</strong></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>Involvement</strong></td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
<td>Vague mission; language and/or ideas are too abstract and nearly impossible to assess adequately; a good ‘vision,’ but not functional as a mission statement.</td>
<td>Functional mission; contains abstract language or ideas that are hard to assess; two or more of the ideal elements in a mission statement are missing.</td>
<td>Adequate mission; some language or ideas do not conform to the four ideal elements in a mission statement; mostly assessable.</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>Missing outcomes or stated as process or teacher activities, not as student outcomes; vague language makes outcomes hard or nearly impossible to assess.</td>
<td>Questionable outcomes; too many or too few; contain vague language; somewhat unrealistic expectations; difficult to assess and obtain valid learning evidence.</td>
<td>Good outcomes; adequate number; stated almost clearly; somewhat realistic expectations; able to facilitate assessment that yields mostly valid learning evidence.</td>
</tr>
<tr>
<td><strong>Program Goals</strong></td>
<td>Missing or inappropriate capacity outcomes (department goals); confused with Student Learning Outcomes.</td>
<td>Very vague capacity outcomes (department goals) and/or include too many unachievable expectations.</td>
<td>Somewhat vague capacity outcomes (department goals); includes some expectations that may be hard to achieve.</td>
</tr>
<tr>
<td><strong>Mapping</strong></td>
<td>Student Learning Outcomes not mapped to the University Student Learning Goals.</td>
<td>Student Learning Outcomes mapped incorrectly to the University Student Learning Outcomes.</td>
<td>Student Learning Outcomes mapped correctly to the University Student Learning Outcomes.</td>
</tr>
<tr>
<td><strong>Overall Plan</strong></td>
<td>Missing or incomplete Overall Plan; not developed to an acceptable level; not useful for guiding program assessment.</td>
<td>Ambiguous Overall Plan; missing some requisite key items needed to guide program assessment.</td>
<td>Useful Overall Plan; contains most requisite items needed to guide adequate program assessment.</td>
</tr>
<tr>
<td><strong>Annual Plan</strong></td>
<td>Missing some or all Annual Plans; not developed to an acceptable level; not useful for guiding assessment activities during the year in question.</td>
<td>Very rough Annual Plans; questionable in their ability to guide ill-defined assessment activities during the year in question.</td>
<td>Useful Annual Plans; for the most part able to guide somewhat vague assessment activities during the year in question.</td>
</tr>
<tr>
<td><strong>Annual Report</strong></td>
<td>Missing some or all yearly reports; those submitted do not contain all requested information; actions taken based on the collected assessment evidence are missing.</td>
<td>Incomplete yearly reports; submitted and contain some requested information; list some assessment activities, but actions taken based on the collected assessment evidence are missing.</td>
<td>Good yearly reports; submitted on time and contain the requested information; include assessment activities and some actions taken based on the collected assessment evidence.</td>
</tr>
<tr>
<td><strong>Assessment Documents</strong></td>
<td>Account established; missing most information; incomplete; what is included does not meet APU expectations.</td>
<td>Account established; contains some required information; account is not complete, current, and/or accurate.</td>
<td>Maintained account; includes most current and accurate information APU expects.</td>
</tr>
<tr>
<td><strong>Involvement</strong></td>
<td>Few, if any, faculty and/or staff are involved; assessment is done mostly by one person with little input from others.</td>
<td>Some faculty and/or staff are involved in the department’s assessment planning, activities, and making decisions based on the collected evidence.</td>
<td>Most faculty and/or staff are involved in the department’s assessment planning, activities, and making decisions based on the collected evidence.</td>
</tr>
</tbody>
</table>
1. Click on Annual Plan under the 2010-2011 Assessment Cycle.

2. Click Check Out.

3. Click Create New Assessment Plan.
4. Click on Outcomes and Measures.

5. Click Select Outcomes.

6. Click Select Existing Set.

7. Select Student Learning Outcomes.

8. Click Continue.
9. Select the SLOs (or Program Goals) you would like to assess.

10. Click Accept and Return to Plan.

11. Click Add New Measure.
12. Click Import Measure.

13. Click the box next to Show measures for all outcomes to view all the measures you entered in your Overall Plan.

14. Select the measure you would like to assess.

15. Click Copy Selected.

16. The information will automatically appear. Click Apply Changes.

Don’t forget to CHECK-OUT.

When you are done entering your information you must SUBMIT your work. See page 68 for information on how to submit work.
Findings from the Annual Plan should be collected throughout the year and described in the Annual Report.

When developing and writing the Annual Report, keep in mind the following guidelines:

Each student learning outcome and program goal assessed during the past year must contain the following:

- **Summary of Findings**—what you learned.
- **Recommendations**—the actions taken or planned based on the assessment evidence.
- **Reflections/Notes**—the lessons learned (about the program, assessment, etc.).
- **Acceptable Target Achievement**—specify whether the acceptable target results defined in the Annual Plan were met, not met, or exceeded.
- **Ideal Target Achievement**—specify whether you are moving way from, approaching, or exceeding your ideal target.
- **Substantiating Evidence**—attach documents here that will help support your findings.

Annual Reports should be as detailed as possible. This information will be used when you go through the Program Review process. The more detail included, the more accurate your Program Review will be. Annual Reports may also be used for accreditation (WASC and professional) reports or grants and to justify requests to the University for additional resources, etc.
<table>
<thead>
<tr>
<th>Required Element</th>
<th>Description</th>
<th>Enter Information Here:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Findings</td>
<td>This section should include what learned from the assessment you conducted. Percentages, numbers, and student feedback should be included.</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Include recommendations on how you are going to use the information you collected. Specific changes or improvements should be listed here.</td>
<td></td>
</tr>
<tr>
<td>Reflections/Notes</td>
<td>Your reflections should include what you learned in the assessment process, things that worked and things that didn’t work. You can make any notes here that might be of future use.</td>
<td></td>
</tr>
<tr>
<td>Acceptable Target</td>
<td>The level of acceptable performance or accomplishment</td>
<td>__Not Met</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td>__Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Exceeded</td>
</tr>
<tr>
<td>Ideal Target</td>
<td>The intended performance standard, the level of best performance or accomplishment</td>
<td>__Moving Away</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td>__Approaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Exceeded</td>
</tr>
<tr>
<td>Substantiating Evidence</td>
<td>Upload documents to help support your findings. This might include sample papers, tests, reports, etc.</td>
<td></td>
</tr>
</tbody>
</table>

2. Click Check Out.

3. Click Finding per Measure to expand.
   You will notice that TaskStream automatically imports your Program Goals and SLOs.

4. To input your assessment data, click Add Findings for the appropriate measure.

Note: the due date will now appear as a reminder.
5. Similar to the worksheet on page 58 of the handbook, you will enter the required information for each finding.

6. When you have entered all the information, click Submit.

7. If you have any additional reports or links, you can add them here.
8. Once you have entered specific information for each measure, you will enter Overall Recommendations and an Overall Reflection of the assessments you conducted this year. Click Edit to enter your narrative.

9. Enter your text for each section.

10. Click Submit.

Don’t forget to **Check-In** when you are finished entering your Annual Report.

When you are done entering your information you must **SUBMIT** your work. See page 68 for information on how to submit work.
The affective domain looks at a student’s feelings, thoughts, perceptions, attitudes, or opinions. Each category progresses to the next and within each category are subdivisions that also progress. The following are a list of key words that can be used to describe affective learning. Affective learning can be extremely useful for some fields but can be hard to measure. Contact OIRA if you need assistance in creating measurable affective-centered learning outcomes.

### Affective Domain Categories and Subdivisions:

**Receiving**
- 1. Awareness
- 2. Willingness to receive
- 3. Controlled or selected attention

**Responding**
- 1. Acquiescence in responding
- 2. Willingness to respond
- 3. Satisfaction in response

**Valuing**
- 1. Acceptance of a value
- 2. Preference for a value
- 3. Commitment (conviction)

**Organization**
- 1. Conceptualization of a value
- 2. Organization of a value system

**Characterization by a value or value complex**
- 1. Generalized set
- 2. Characterization

---

<table>
<thead>
<tr>
<th>Simple Behavior</th>
<th>Complex Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receive</strong></td>
<td><strong>Respond</strong></td>
</tr>
<tr>
<td>Ask</td>
<td>Answer</td>
</tr>
<tr>
<td>Choose</td>
<td>Assist</td>
</tr>
<tr>
<td>Describe</td>
<td>Aid</td>
</tr>
<tr>
<td>Follow</td>
<td>Comply</td>
</tr>
<tr>
<td>Give</td>
<td>Conform</td>
</tr>
<tr>
<td>Hold</td>
<td>Discuss</td>
</tr>
<tr>
<td>Identify</td>
<td>Greet</td>
</tr>
<tr>
<td>Locate</td>
<td>Help</td>
</tr>
<tr>
<td>Name</td>
<td>Label</td>
</tr>
<tr>
<td>Point to</td>
<td>Perform</td>
</tr>
<tr>
<td>Select</td>
<td>Practice</td>
</tr>
<tr>
<td>Sit</td>
<td>Present</td>
</tr>
<tr>
<td>Reply</td>
<td>Read</td>
</tr>
<tr>
<td>Use</td>
<td>Recite</td>
</tr>
<tr>
<td></td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Select</td>
</tr>
<tr>
<td></td>
<td>Tell</td>
</tr>
</tbody>
</table>

---
**APPENDIX B**

Bloom's Behavioral Domain

**Imitation**  Early stages in learning a complex skill, overtly, after the individual has indicated a readiness to take a particular type of action. Imitation includes repeating an act that has been demonstrated or explained, and it includes trial and error until an appropriate response is achieved.

**Manipulation**  Individual continues to practice a particular skill or sequence until it becomes habitual and the action can be performed with some confidence and proficiency. The response is more complex than at the previous level, but the learner still isn't "sure of her/himself."

**Precision**  Skill has been attained. Proficiency is indicated by a quick, smooth, accurate performance, requiring a minimum of energy. The overt response is complex and performed without hesitation.

**Articulation**  Involves an even higher level of precision. The skills are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation.

**Naturalization**  Response is automatic. The individual begins to experiment, creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed. Individual acts "without thinking."

<table>
<thead>
<tr>
<th>Imitation</th>
<th>Manipulation</th>
<th>Precision</th>
<th>Articulation</th>
<th>Naturalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
<td>Acquire</td>
<td>Achieve</td>
<td>Adapt</td>
<td>Arrange</td>
</tr>
<tr>
<td>Assemble</td>
<td>Assemble</td>
<td>Accomplish</td>
<td>Alter</td>
<td>Combine</td>
</tr>
<tr>
<td>Attempt</td>
<td>Complete</td>
<td>Advance</td>
<td>Change</td>
<td>Compose</td>
</tr>
<tr>
<td>Carry out</td>
<td>Conduct</td>
<td>Automate</td>
<td>Excel</td>
<td>Construct</td>
</tr>
<tr>
<td>Copy</td>
<td>Do</td>
<td>Exceed</td>
<td>Rearrange</td>
<td>Create</td>
</tr>
<tr>
<td>Calibrate</td>
<td>Execute</td>
<td>Excel</td>
<td>Reorganize</td>
<td>Design</td>
</tr>
<tr>
<td>Construct</td>
<td>Improve</td>
<td>Master</td>
<td>Revise</td>
<td>Refine</td>
</tr>
<tr>
<td>Dissect</td>
<td>Maintain</td>
<td>Reach</td>
<td>Surpass</td>
<td>Originate</td>
</tr>
<tr>
<td>Duplicate</td>
<td>Make</td>
<td>Refine</td>
<td>Transcend</td>
<td>Transcend</td>
</tr>
<tr>
<td>Follow</td>
<td>Manipulate</td>
<td>Succeed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mimic</td>
<td>Operate</td>
<td>Surpass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Move</td>
<td>Pace</td>
<td>Transcend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>Perform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceed</td>
<td>Produce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat</td>
<td>Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reproduce</td>
<td>Use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sketch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concrete verbs, such as “locate,” “cite,” or “examine,” are more helpful for assessment than vague verbs, such as “know” and “understand,” or passive verbs, such as “be exposed to.” The following list contains action words that you may want to consider using in your SLOs:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>describe</td>
<td>apply</td>
<td>analyze</td>
<td>arrange</td>
<td>appraise</td>
</tr>
<tr>
<td>list</td>
<td>discuss</td>
<td>demonstrate</td>
<td>appraise</td>
<td>assemble</td>
<td>assess</td>
</tr>
<tr>
<td>name</td>
<td>explain</td>
<td>dramatize</td>
<td>calculate</td>
<td>collect</td>
<td>choose</td>
</tr>
<tr>
<td>recall</td>
<td>express</td>
<td>employ</td>
<td>categorize</td>
<td>compose</td>
<td>compare</td>
</tr>
<tr>
<td>record</td>
<td>depict</td>
<td>illustrate</td>
<td>criticize</td>
<td>construct</td>
<td>estimate</td>
</tr>
<tr>
<td>relate</td>
<td>locate</td>
<td>interpret</td>
<td>debate</td>
<td>create</td>
<td>evaluate</td>
</tr>
<tr>
<td>underline</td>
<td>recognize</td>
<td>operate</td>
<td>diagram</td>
<td>design</td>
<td>judge</td>
</tr>
<tr>
<td>label</td>
<td>report</td>
<td>practice</td>
<td>differentiate</td>
<td>formulate</td>
<td>measure</td>
</tr>
<tr>
<td>quote</td>
<td>restate</td>
<td>schedule</td>
<td>distinguish</td>
<td>manage</td>
<td>rate</td>
</tr>
<tr>
<td>locate</td>
<td>review</td>
<td>sketch</td>
<td>examine</td>
<td>organize</td>
<td>revise</td>
</tr>
<tr>
<td>match</td>
<td>translate</td>
<td>use</td>
<td>experiment</td>
<td>plan</td>
<td>score</td>
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<tr>
<td>cite</td>
<td></td>
<td></td>
<td>inspect</td>
<td>prepare</td>
<td>select</td>
</tr>
<tr>
<td>reproduce</td>
<td></td>
<td></td>
<td>question</td>
<td>propose</td>
<td>value</td>
</tr>
<tr>
<td>identify</td>
<td></td>
<td></td>
<td>relate</td>
<td>combine</td>
<td>defend</td>
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<tr>
<td>state</td>
<td></td>
<td></td>
<td>solve</td>
<td>integrate</td>
<td>justify</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>classify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample SLOs

**Knowledge**  
Science—Students will be able to locate and label the muscles of the human body.

**Comprehension**  
Math—Students will be able to translate mathematic problems into understandable language.

**Application**  
Art Graduates of the Studio Art major will be able to interpret works of art both verbally and in written form.

**Analysis**  
MBA—Students will be able to examine leadership and ethics based on a Christian Perspective

**Synthesis**  
Teacher Education—Students are able to design academic lesson plans, implement them, assess students and reflect on the instructional process.

**Evaluation**  
Sociology—Students will be able to utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes, and practices.
### APPENDIX D
Measures Worksheet Sample

**Sample SLO:**
Business—Students will be able to practice skills in fundamental accounting processes, elements of the audit process, and aspects of federal income taxation and their impact on business.

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Description</th>
<th>Enter Information Here:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure Title</strong></td>
<td>The title needs to be brief but informational. If you are using survey information, the name of the survey is a good title.</td>
<td>Auditing Principles Project</td>
</tr>
</tbody>
</table>
| **Measure Type/Method:** | Choose only one of the following. (In TaskStream, these will be in a drop down menu.) See page 41 of the handbook for more information regarding direct and indirect methods of assessment. | \(X\) Direct: Student Artifact  
\(\_\) Direct: Exam  
\(\_\) Direct: Portfolio  
\(\_\) Direct: Other  
\(\_\) Indirect: Survey  
\(\_\) Indirect: Focus Group  
\(\_\) Indirect: Interview  
\(\_\) Indirect: Other |
| **Measure Level** | Choose only one of the following. (In TaskStream, these will be in a drop down menu.) | \(X\) Course  
\(\_\) Institution  
\(\_\) Program  
\(\_\) Other |
| **Details/Description** | Accounting students will complete an accounting audit of an organization |  |
| **Acceptable Target** | The level of acceptable performance or accomplishment. | A grade of 70% or better on the project. |
| **Ideal Target** | The intended performance standard; the level of best performance or accomplishment. | A grade of 85% or better on the project. |
| **Implementation Plan (timeline)** | How often is this measure Assessed—yearly, every other year, etc.? Some outcomes may require collecting data on a yearly basis, while others fit nicely into a rotating assessment schedule. | Projects are submitted each semester, but we will assess this measure every two years. |
| **Key/Responsible Personnel** | If there are specific faculty/staff members in which a measure is dependent on, please list them here. | Accounting Professor |
| **Supporting Attachments** | Include any documents that will help us understand the type of assessment you are conducting or the types of benchmarks you are using. These documents may include grading rubrics, sample papers, sample tests, questions on surveys, etc. | A sample project should be included without student name, along with a grading rubric. |
Departments & programs are now required annually to upload a current CV for all faculty members (full-time, part-time, adjunct, & affiliated).

1. Click Faculty Vitae Repository under the 2010-2011 Assessment Cycle.

2. Click Check-Out.

3. Click the Attachments icon at the bottom of the window.

4. Browse for the document on your hard drive (similar to attaching a document to an e-mail).

5. Under Name File, put the name of the faculty member.

6. Under Description, state whether the faculty/staff member is are full-time, part-time, adjunct, or affiliated.

7. Click Add File.

8. Repeat steps 4-7 for all your CVs. When you are done, click Save and Return.

Don't forget to Check-In when you are finished.
Departments & programs are now required annually to upload syllabi for every class offered.

1. Click Syllabi Repository under the 2010-2011 Assessment Cycle.

2. Click Check-Out.

3. Click the attachments icon at the bottom of the window.

4. Browse for the document on your hard drive (similar to attaching a document to an e-mail).

5. Under Name File, put the name of the class & the professor.

6. Enter the semester or term for the Description.

7. Click Add File.

8. Repeat steps 4-7 for all your syllabi. When you are done, click Save and Return.

Don’t forget to **Check-In** when you are finished.
1. Click the Submission & Read Reviews tab.

2. Click Submit Work.

3. If you have any comments about your work or special notes, enter them here.

4. Click Yes—Submit My Work.

5. For your records you can choose to print a confirmation. When you are finished, click Close Window.

Once you have submitted your work, a Lock icon will appear next to the name of the section you submitted and your status will change from In Progress to Submitted.

If you need a section UNLOCKED contact Shawna Lafreniere at slafreniere@apu.edu