ASSESSMENT AND PROGRAM QUALITY
PROCEDURES MANUAL

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Chicago State University
2012-2013
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Timeline/Calendar of Activities
Office of Assessment and Program Quality

-- June/July: identify and verify PME (timeline for submission of subsequent fiscal year’s PME plans. Set calendar for next year’s UAC meetings (monthly) and PME meetings (in conjunction with other stakeholders). Set schedule for next team/faculty participation in HLC cohort development/AACU workshops (peer review); update assessment handbook; hire graduate/research assistant for next academic year; inform units of five-year assessment review cycle participants for upcoming academic year.

-- August: PME plan submission deadline set in cooperation with Chief of Staff; prepare newsletter #1; send assessment coordinator forms to units after emailing to request staffing changes

-- September/October: hold assessment workshops (set agenda; order lunch): train new coordinators, outline activities for the year, special initiatives

-- November: newsletter #2

-- December: GEAC to remind of report deadlines; AEC to remind of assessment plan update deadline. Analyze CUE distribution for next academic year based on enrollment trends. Non-Academic Unit Evaluation Committee to remind unit reps about submission of evaluation reports.

-- January: GEAC scores assessment reports; files report on findings; newsletter #3

-- February-March: hold assessment workshops (set agenda; order lunch); newsletter #4; conduct periodic campus surveys in tandem with other university stakeholders

-- April: remind coordinators of end-of term deadlines; hold University Assessment Fair; conduct five-year assessment reviews

-- June: NUEC, GEAC and AEC read and score reports; submit reports on findings.

Other activities:

Non-academic evaluation (assessment) plans are vetted by the Non-Academic Sub-Committee of the University Assessment Committee, instituted Summer 2012. The cycle for non-academic unit reporting on their effectiveness stems from the PME planning and reporting cycle. The NUEC is responsible for reading and scoring in LiveText Forms 201A/201AC. The Director of Assessment prepares and updates a handbook for non-academic units.
University Assessment Process

University Faculty, Staff, and Administrators

University Assessment Committee (UAC)

Non-Academic Unit Personnel/PME Facilitators or Conveners

Faculty administer assessment/evaluation instruments

Unit Personnel modify programs based on trend data

Programmatic Change Decisions (based on report analysis)

Annual PME Reporting on Program Outcomes and Student Learning Outcomes

Report Data Stored in LiveText

Annual Program and General Education Assessment Reports
Necessary Elements / Steps for Assessment and Evaluation  
(Undergraduate, Graduate, General Education, and Non-Academic Units)

1. For academic programs (graduate, undergraduate, certificate programs), there should be at least three (3) assessment instruments (two direct instruments and one indirect instrument) linked to student learning outcomes with specific criteria for satisfactory performance. These should be reported on annually for all academic programs.

2. For Non-Academic Units, there should be a minimum of one program outcome measured and, where there is a teaching function, at least one student learning outcome. These should be reported on annually for all non-academic units through the PME (Program Measurement and Effectiveness) planning cycle.

3. For academic programs, assessment instrument criteria must be defined. If qualitative indices are used (i.e., A, B, C; target/acceptable/unacceptable), a rubric for must be developed with reference to relevant student learning outcomes. If quantitative indices are used, the program must explain its rationale for a given number or pass rate. The preferred gradation is Target, Acceptable, Unacceptable, and programs should benchmark excellence to correspond with “acceptable” attainment in assessment.

4. Based upon information obtained from the Office of Institutional Research, all undergraduate programs must report first-year retention and graduation data for department/program majors on Form 201C.

5. It is also important to track key results for all assessments on Form 201C (academic units) and the PME Reporting Template (non-academic units) and note changes to assessment instruments, curriculum, courses, textbooks, student service modifications, etc. as a result of assessment findings. All units must demonstrate that improved learning and program outcome attainment have occurred over time. Three-year reporting cycles are used to track trend data.

6. **Important Note:** assessment and PME coordinators must consult and discuss with other faculty or staff, whichever is applicable, within their respective units the assessment and evaluation plans and results. Changes for further improvement should be achieved through a consensus of stakeholders. All assessment and PME plans should be reviewed by the supervising administrator prior to its being uploaded in Live Text.

7. Each unit should insure that multiple publicity mechanisms inform internal and external audiences of the unit’s success in accomplishing student learning and unit programming, as well as the unit’s assessment and evaluation processes. All units should maintain a page(s) on their websites with this information as one mechanism.

8. Create a departmental/program file cabinet/drawer for locating all assessment-related documents, reports, and files to supplement online archives and documentation.
Academic Assessment
(Undergraduate, Graduate, Certificate Programs)
Activities for 2012-2013

Goals
1. Continue to gather all assessment processes and compile related data for reporting.
2. Conduct annual assessment process (this is Year 1 of a three-year cycle that begins this year) and prepare report for June 1, 2013.

Activities
1. **Follow-up on Feedback**
   Review comments on last assessment report in LiveText. Confer with colleagues and make necessary modifications, corrections, additions to your plan, reporting, and assessment process.
   - If you were asked to revise/resubmit your 2011-2012 report, due so and submit in LiveText by not later than November 15, 2012.
2. **Communication**
   All programs need to show further analysis and initial consideration of program changes as a result of curriculum map implications. Include in June 2013 report.
3. **Assessments**
   Administer your assessment plan instruments for the 2012-2013 academic year.
4. **Web Publicity**
   - locate the following on one or more assessment-related webpages associated with your academic department/program. This information must be specific for each academic assessment program/plan. Include a summary of the assessment plan, the most recent report, and a testimonial (preferably with picture) on how the program favorably impacted a student’s learning and career/graduate education success.
5. **Assessment Report**
   Prepare assessment report due not later than June 1, 2013. Be sure to utilize the Forms 201BC and 201C.
6. **Discussion Items**
   - Rising Junior Exams (general education) and Senior exams (program)
   - External reviewers for senior projects/theses
   - Peer Review Corps
   - PME planning, academic measures, and assessment/evaluation
   - Criteria and Excellence

FYI
As a compensated activity, assessment is a primary duty and will be included in the annual review process.
Program Assessment Coordinator

Name:  
Department:  
Academic Year:  
Cues Assigned  
Semesters:  

Responsibilities for the academic year are to:

1) Coordinate and assist in the implementation of an assessment plan for the appropriate major.

2) Coordinate the gathering and organizing of data submitted from faculty as well as communicating results to the department’s curriculum committee, advisors, faculty and students, the college coordinator and the assistant provost for academic development as needed.

3) Complete semester reports and send copies to the following: college dean, department chair, and the assistant provost for academic development. **DEADLINE FOR FALL SEMESTER REPORTS IS DECEMBER 5; FOR SPRING SEMESTER REPORTS IS JUNE 1.**

4) Maintain a central file of students’ assessment data for the program and coordinate this effort with the department chair.

5) Attend all college and university assessment meetings/workshops and share information with the department’s curriculum committee, faculty and students.

Signatures:

Faculty_____________________________  Date: _____________

Dept. Chair _________________________  Date: _____________

Dean _______________________________  Date: _____________

Return to B. Rowan, ADM 306
General Education Assessment Coordinator

Name: ___________________________  Department: ___________________________

Academic Year: ___________________  Cues Assigned: _________________________

Semesters: ________________________

Responsibilities for the academic year:

1. Coordinate and assist in the implementation of the general education assessment for the appropriate courses.
2. Contact each instructor each semester regarding when the assessment will occur and coordinate the process.
3. Coordinate the gathering and organizing of data submitted from faculty as well as communicating results to the department chair, department curriculum committee, faculty and students, the college general education coordinator and the assistant provost for academic development as needed.
4. Complete semester reports and send one copy to the college general education coordinator and one to the assistant provost for academic development.
5. Maintain a central file of student’s assessment data for the department and coordinate this effort with the department chair and other assessment coordinators (college general education, undergraduate program assessment coordinators.)
6. Attend all NCA, college and university assessment meetings/workshops and share information with the department’s curriculum committee, faculty and students.
7. Prepare information for accreditation, program review and other reports as needed.
8. Convene a meeting with the department to discuss all assessment activities and encourage interaction between faculty and different assessment coordinators (college general education, graduate and undergraduate program assessment coordinators.)

Signatures:

Faculty_________________________________  Date: ________________

Dept. Chair _____________________________  Date: ________________

Dean _________________________________  Date: ________________

Return to B. Rowan, ADM 306
Unit PME (Planning, Measurement and Effectiveness) Facilitators’ Role:

Organize, with the assistance of department chairs and unit directors, bi-annual planning and unit evaluation work sessions to conduct the PME functions.

Facilitators should
- Represent the students, faculty, staff, and administrators of CSU through their work on the PME process.
- Facilitate communication between the PME Committee and unit administrators, faculty, and staff regarding PME process, needed inputs, and timelines.
- Serve as the primary stakeholder (for communicating via the unit head) to ensure completion of the unit’s annual PME plan, PME plan reporting, and other data requests from the PME Committee.
- Attend periodic and special call meetings of PME facilitators to obtain professional development around the PME process and continue the university’s articulation of a quality improvement culture.
- Proactively share concerns about the unit’s PME planning, process, and annual results with all unit stakeholders and the PME Committee.
- Communicate in timely fashion with the PME Committee co-chairs or their designees regarding PME reporting and related meetings and concerns.
- Work with colleagues in the unit to maintain, update, and archive PME planning documents, artifacts, and records.
FORM 201B: ACADEMIC ASSESSMENT PLAN

Program / Department: ____________________________ Program Name / Department Name ____________________________

Program Mission
Insert department mission statement aligned with university and college mission statements.

Program Outcomes (POs) – aligned with university Strategic Plan
1. 
2. 
3. etc.

Student Learning Outcomes (SLOs)
a. 
b. 
c. etc.

<table>
<thead>
<tr>
<th>POs*</th>
<th>SLOs**</th>
<th>Assessment Instruments</th>
<th>Criteria ****</th>
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<tbody>
<tr>
<td>1.</td>
<td>a.</td>
<td>a. Direct Assessment Instrument 1</td>
<td>a.</td>
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<td>2.</td>
<td>b.</td>
<td>b. Direct Assessment Instrument 2</td>
<td>b.</td>
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<td>3.</td>
<td>c.</td>
<td>c. Indirect or Reflective Assessment Instrument [e.g., Exit Interview or Alumni Survey]</td>
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<td>[First-Year Retention Rates]**</td>
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<td>[Graduation Rates]**</td>
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<td>d. Additional Instrument(s), as applicable</td>
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</table>

* POs describe the results you want to see in your unit’s programs and services. These outcomes state what a unit’s effectiveness would be in terms of its programming. These may relate to enrollment, retention, and graduation, as well as purposes of the college and university. PEOs also may be concerned with extra- and co-curricular activities and career development.

** Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

*** SLOs define the expected learning or educational results that each student in the program should obtain by and through completing the program curriculum, including required courses and experiences. SLOs are stated to indicate what the student will know (cognitive), think (affective, attitudinal) or be able to do (behavioral, performance, psychomotor) in concrete language that is measurable.

**** Attach definitions of specific criteria for satisfactory performance. Consider the distinction between student performance criteria and program effectiveness criteria.
FORM 201BC: ASSESSMENT REPORT FOR ACADEMIC PROGRAMS

Name __________________________________________ Program / Department ____________________________

**Directions:** All questions should be addressed in a clear and concise narrative with major headings and uploaded into LiveText [https://c1.livetext.com].

1. For clarity, please rename your document as: Assessment Report [Program, Level, Spring 2013]
2. Upload your document into your departmental/program/unit LiveText account. Please name the document shell: Assessment Plan & Report [Program, Level, Spring 2013].
3. Share your document with the CSU Assessment Committee <csuac_admin> as an Editor.
4. Submit your document for Review to one of the following:
   - csuac_02 [Academic Undergraduate]; csuac_03 [Academic Graduate]; csuac_04 [Academic General Education]; csuac_05 [Non-Academic]
5. Deadline for ALL reports is June 1. [General Education is typically reported biannually for Fall (Jan. 31) and Spring (May 15).]

**Evidence to Support Achievement of Student Learning**
This section should record the findings after conducting the actual assessment(s). Data should be recorded in three year cycles on Form 201C. Briefly summarize the types of data reported and whether the evidence indicates student achievement of learning outcomes.

**Analysis and Program Change**
What do the data for this year’s assessment reveal? What does a review of the trend data show? In what areas do students do well? In what areas have they not succeeded? Have the student learning outcomes that this instrument measures been met? If not, what can be done to help the student reach the learning objective? Which strengths and weaknesses were identified in the course /program? What can be done to improve the weaknesses? Did the assessment tools/instruments chosen provide meaningful data to address student learning outcomes? If not, what did you learn from the process that was helpful?

Based on your interpretation of the findings, your conclusions and discussions with faculty, what curricular changes have been or will be made in the future? These changes could be a particular course in the program /curriculum. There may also be changes in delivery of instruction, enrichment activities or in the use of technology. How are findings and changes related to immediate or long-term budget requests? List specific changes. Attach minutes of departmental/program meeting where reports are discussed.

**Assessment as a Departmental Priority**
Describe the mechanisms employed by your department/program that demonstrates a shared responsibility (faculty/staff/students) and/or ownership for student learning and assessment of student learning. Include the role faculty play in reinforcing key knowledge and skills taught in other courses in the program. Does your department/program consider reliability and validity issues for your assessment instrument(s)? Are all members of the department/program actively engaged in the assessment process, including analysis of data and reflection on teaching practices? Is the assessment process a vital component of faculty retention in the unit?

**Effectiveness of Program Assessment**
Identify and explain accomplishments and challenges related to the assessment plan and implementation of assessment activities in your department program. Describe how your department evaluates the assessment process in order to continuously improve assessment and student learning.

**Publicizing Student Learning**
How do you inform the public about what students learn and how well they have learned it? How do you publicize the assessment results? Indicate what data or results you will use, and also indicate the means of internal and external publication: departmental website, brochures, and other published documents or media.
### Summary of Trend Data for Assessment Findings/Form 201C

Duplicate this sheet as needed

**Department/Program**

**Assessment Coordinator**

**Directions:** Assessment trend data is recorded in 3 year cycles. Provide the information requested in each column along with a summary of action. Attach the assessment plan.

<table>
<thead>
<tr>
<th>Instruments</th>
<th>2012/2013 Results</th>
<th>Actions Taken</th>
<th>2013/2014 Results</th>
<th>Actions Taken</th>
<th>2014/2015 Results</th>
<th>Actions Taken</th>
<th>Summary of Actions Taken</th>
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Form 201C

Summary of Trend Data for General Education Assessment Findings (Duplicate this sheet as needed.)

Department/Program  ____________________________________________________  Assessment Coordinator  ____________________________________________________

Directions: Assessment trend data should be recorded in 3-year cycles. Provide the information requested in each column along with a summary of actions taken (changes).

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Fall 2012 Results</th>
<th>Actions Taken</th>
<th>Spring 2013 Results</th>
<th>Actions Taken</th>
<th>Fall 2013 Results</th>
<th>Actions Taken</th>
<th>Spring 2014 Results</th>
<th>Actions Taken</th>
<th>Fall 2014 Results</th>
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<th>Spring 2015 Results</th>
<th>Actions Taken</th>
<th>Comment on Trend</th>
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Student Self Assessment (Reflective) Survey
(a sample indirect assessment instrument for program use)

Please think back over the past term at Chicago State as a ________________major and complete the following sentences as honestly as you can.

1. Compared with this time last term/year, I now know that...

2. Compared with this time last term/year, I am now able to...

3. Compared with this time last term/year, I could now teach another student how to...

4. The most important thing I have learned about my life as a student in the past term/year is...

5. The most important thing I have learned about my learning in the past term/year is...

6. The assumptions I had about teaching and learning that have been most confirmed for me in the past term/year are that:

7. The assumptions I had about learning that have been most challenging for me in the past term/year

8. The most important thing I learned about myself in the past term/year is...

9. What suggestions would you have for improving your academic program of study?

10. Do you have any concerns you would like to share as a student in our department?
PME Annual Unit Plan (due September 30, 2012); developed by T. McKinney

<table>
<thead>
<tr>
<th>Year:</th>
<th>Click here to enter text.</th>
<th>Date Submitted:</th>
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<td>Email:</td>
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<tr>
<td>Department/Office:</td>
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<td>Division:</td>
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**Mission/Purpose of the Program/Unit**

The program’s mission statement describes the purpose of the department/unit, who is served, and ultimately connects the department/unit’s purpose to the mission of CSU. (Align the program/unit’s mission with the CSU mission, the college/division mission, and the department’s mission)

Click here to enter text.

**Goals and Objectives**

Goals are broad statements of a unit’s operating aims. Objectives are specifically about the end results of a unit’s efforts. The statement of goals and objectives should align with the Strategic Plan Goals/Objectives.

Goal 1: Click here to enter text.
Goal 2: Click here to enter text.
Goal 3: Click here to enter text.

Objective(s): Click here to enter text.

Objective(s): Click here to enter text.

Objective(s): Click here to enter text.

**Student Learning and Program Outcomes**

**Student Learning Outcomes (SLOs):** results in terms of students’ knowledge, skills, attitudes, and habits of mind that result from the experience. SLOs describe what students will do (what the department or office (unit) intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance, psychomotor) when they have completed a given educational program or interaction with an administrative unit). SLOs address and are parts of an academic program’s assessment plan or a non-academic unit’s educational goal(s).

**Program Outcomes (POs):** the results you want to see in your unit’s programs and services. These outcomes state what a unit’s effectiveness would be in terms of its programming (including usage, enrollment, completion).

Click here to enter text.

Click here to enter text.

Click here to enter text.

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**Assessment and Evaluation Instruments**

*Identify and describe appropriate assessment instruments or methods for evaluating each outcome and objective. Establish a criterion level for success. The criterion should align with the Strategic Plan measures.*

M1 Click here to enter text.
M2 Click here to enter text.
M3 Click here to enter text.
M4 Click here to enter text.
M5 Click here to enter text.
### Establishing Priorities

Identify your unit’s **three** highest priorities that address its goals, outcomes, and objectives and state the estimated cost. The priorities should align with the University’s Strategic Plan Goals which have been detailed below. Explain the reasons for your ranking, taking into account your analyses of areas of potential sustainable advantage and long term demand. Place the projected budget dollar amounts needed.

- **Academic Excellence, Teaching and Research**
- **Community Service and Engagement**
- **Cost Efficiencies and Diverse Revenue Streams**
- **Enrollment, Retention and Graduation**
- **Strengthened Infrastructure**
- **Shared Accountability and Image**

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<th>Priority</th>
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#### Budget Implications of Priorities

For each priority above, indicate if you will utilize existing resources or internally re-allocated resources to address the priority. Indicate if the priority entails a capital request or budget timeline that extends past the current fiscal year.

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#### Proposed Budget Allocation FY201

List your preferred allocation of your department’s budget based on your desire to fund your stated priorities. If you are basing your reallocation of funds on securing external, non-appropriated funds, these funds should be awarded to the University and allocated to your department already. If you are requesting a reallocation, specify the funds/categories and amounts for the reallocation.

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#### Glossary of Terms

**Criterion:** overall level of satisfactory performance on a student learning outcome

**PME Plan:** activity sequence designed to help accomplish intended outcomes/student learning outcomes and/or program outcomes to implement the strategic plan and align budgeting with quality improvement.

**Goal:** broad statement about desired ends

**Student Learning Outcome:** results in terms of students’ knowledge, skills, attitudes, and habits of mind that result from the experience. SLOs describe what students will do (what the department or office (unit) intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance, psychomotor) when they have completed a given educational program or interaction with an administrative unit). SLOs address and are parts of an academic program’s assessment plan or a non-academic unit’s educational goal(s).

**Assessment/Evaluation Instrument:** method to gauge achievement of expected results

**Mission:** highest aims, purpose, intentions, and activities of entity.

**Objectives:** are specifically about the end results of a unit’s efforts.

**Program Outcomes (POs):** the results you want to see in your unit’s programs and services. These outcomes state what a unit’s effectiveness would be in terms of its programming (including usage, enrollment, completion).

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Developed utilizing & modifying the following documents:

- Western Assn of Schools/Colleges [http://www.wascserior.org/files/Program_Learning_Outcomes_Rubric_4_08.pdf](http://www.wascserior.org/files/Program_Learning_Outcomes_Rubric_4_08.pdf)
PME Reporting Template (to insert after it is revised).
The University Assessment System

Chicago State University continues to dedicate considerable resources to excellence in academic assessment. All academic programs follow a regular process of faculty-driven assessment, using results of multiple assessment instruments (direct and indirect) to inform program improvements and to enhance student learning. Non-academic programs also prepare unit assessment plans that incorporate processes of continuous change and quality improvement.

As the university entered the new decade following the 2002 HLC visit, CSU has continued to place considerable emphasis on advancing and documenting its academic quality and assessment efforts. Pursuit of excellence in assessment included the validation of all academic programs either by means of accreditation reviews or other required program reviews performed to meet Illinois Board of Higher Education cyclical review requirements, those of external accreditation agencies, and those of the program missions themselves. To facilitate assessment through curricular means, a university assessment coordinator (the Director of Assessment and Program Quality) monitors and oversees the coordination of all assessment processes at the institution.

The crux of assessment of student learning occurs regularly through general education and program-level assessment. Cyclical analysis of assessment data results occurs via Form 201C which summarizes the assessment data, analysis pattern, and program changes made as a result of assessment.

A university assessment committee (UAC), chaired by the university assessment coordinator, was established in 2001. The principal activity of the UAC consists of training and supporting program assessment coordinators (PACs) as well as ensuring appropriate documentation of assessment activities through the collaborative creation of templates and collection of assessment reports.

The UAC has revised its reporting forms to include increased emphasis on documenting student learning and publicizing the results of learning processes (Form 201BC). It has instituted Form 201C for summary presentation and tracking of assessment data results, analysis, and consequent changes in three-year cycles. It has revised the annual assessment reporting forms to document the Commission’s focus on student learning, including publicizing the success of efforts in student learning. The committee also has devised rubrics for the scoring of assessment reports in LiveText®; assessment reports are evaluated using this matrix. It has directed the preparation of a “Key Changes” document for highlighting the changes made to programs as a result of assessment since 2003. It also implemented a job description sign-off form for assessment coordinators to enhance accountability of assessment personnel.

To publicize student learning to university stakeholders, LiveText® was adopted in 2008 as the university-wide electronic repository for assessment data. While some courses, programs and colleges were using LiveText® as early as the last accreditation visit, primarily to store
assessable items such as electronic student portfolios, the university-wide adoption in 2009 has resulted in greater efficiency and effectiveness for institution-wide collection and storage of assessment data. More importantly, centralization of the data in an electronic format facilitates greater accessibility to documentation of university, college, and program success in accomplishing student learning.

Currently, LiveText® houses annual program assessment reports, accreditation reports, and semester general education reports. At one level, these reports contain detailed discussions of the extent to which student learning outcomes in major degree and graduate programs as well as general education courses have been achieved. They present this information in terms of correlates with the university mission and goals and achievement acceptability of a given program, departmental, college/division. These reports also contain graduation and retention data and the results of alumni and employer surveys.

At the program level, LiveText® houses evidence for program and class-level assessments (for general education, undergraduate and graduate program assessments), annual assessment reports, annually submitted trend-data forms (that track evidence of learning and modifications/changes made as a result of assessment), reviews of reports by the University Assessment Committee, by University General Education and Assessment Coordinators, and by College Deans. Additional forms of documentation and analysis includes program/unit self-assessments, Illinois Board of Higher Education program/unit reports, Illinois State Board of Education Recognition Reports and College accreditation reports such as the National Council for the Accreditation of Teacher Education (NCATE) for the College of Education. Other mechanisms for reporting to stakeholders include IBHE program reports and reports to program-level accrediting bodies.

Program-level assessment at CSU is faculty-owned and driven. Each program has an assigned and compensated faculty assessment coordinator, who works with the program director/academic chairperson and program faculty on all matters related to assessment. Program-level assessment plans incorporate at least two direct and one indirect assessments of learning.

Reports are submitted on a regular basis, and analysis of data and changes made through assessment occur in three-year cycles. Program faculties regularly discuss assessment results in department meetings and in meetings of related committees. Assessment coordinators meet collectively each semester to discuss issues of common concern and to address assessment initiatives at the institutional level. A university assessment committee is composed of key assessment stakeholders, including faculty from the colleges.

CSU faculties determine assessment learning outcomes, instruments, and processes at the unit level. They consider assessment data and modify academic programs based upon trends and needed improvements. The university faculty and administration is committed to obtaining, reviewing, and acting on assessment findings to enhance student learning at the course,
program, and institutional levels. In these ways, assessment at CSU is the product of faculty governance and faculty ownership of the process.

Through course-embedded assessment, faculty drive the assessment process at CSU. In this regard, an essential building block of the university’s assessment plan is the university Syllabus Template. The course syllabus is one of the primary means through which academic learning outcomes are expressed. Originally adopted more than a decade ago by the Faculty Senate, the template was updated in February 2011 to reflect current student learning needs. Faculty prepare syllabi that include multiple learning outcomes, required course information, and university and college specific policies.

Department level curriculum committees are the initial stewards of the syllabus format. They ensure compliance with the template by reviewing all syllabi not only to assure that they adhere to the form of presentation, but much more importantly, that they contain specified learning outcomes. The department curriculum committee reviews learning outcomes in terms of the level of the course (whether undergraduate, master’s level, or doctoral), the learning requirements in relation foundational theories such as Bloom’s Taxonomy, and the appropriateness of the evaluation methods for the outcomes sought. Syllabi that fail to satisfy the committee’s expectations in these areas are returned to the recommending faculty member along with feedback for improvement and resubmission. Once the syllabus for a new or modified course leaves the department level, it moves to the college curriculum committee who review it with an eye for college-wide implications. If the new course or change has university-wide implications, the syllabus moves to the university curriculum committee, then the graduate council, if applicable, and ultimately to the provost for final approval.

Direct assessment measures that prompt students to represent or demonstrate their learning or product include but are not limited to student portfolios; capstone projects, including senior and graduate theses; performances and creations; comprehensive examinations; standardized tests administered through a program or by an external body; case studies; and graduate program candidacy processes.

Indirect assessment measures that capture student perceptions, attitudes, and experiences include but are not limited to student surveys; exit interviews; alumni surveys; and self-assessments/reflective reports.

Among the key processes that ensure student learning occurs and that assessment is conducted in an organized, sequential fashion are:

- Identification of entry and exit points such as Freshman Orientation Participation and successful completion of Senior Thesis/Project, and Master’s Thesis or Dissertation.
- Undergraduate and Graduate Program Assessments, Trend Data Forms, and Key Changes reports in Live Text
- Assessment Plans and Benchmarks for all non-degree Certificate Programs
- Course Level General Education Assessment
Accredited Colleges (College of Education, College of Pharmacy, Business, and Health Sciences) and Programs at CSU

CSU publicizes the impact of its programs on student learning through a variety of mechanisms, both for internal and external stakeholders. Academic programs utilize student publications (catalogs, brochures, and letters to majors) that state assessment expectations and their relationship to student outcomes as well as provide information on student learning and highlights of success.

Deans and senior level administrators are able to make requests for budgetary resources, either re-allocations or new allocations, based upon assessment findings.