

## **Report of the Committee on Academic Outcomes Assessment and Program Review for Creating a Program Biennial Report Review Process**

### **Background**

In September 2010, the new Committee on Academic Outcomes Assessment and Program Review (CAOAPR) became active. Comprised of ten members representing the academic breadth of the university, the committee is responsible for promoting the quality and effectiveness of the academic curriculum (SACS principle 3.4.12). The committee's duties include monitoring, overseeing, and evaluating academic Biennial Reports and Program Reviews to ascertain the extent of compliance with Longwood's assessment policy. In addition, CAOAPR is to make recommendations to the Senate on issues related to assessment of academic programs, or program review.

Last academic year (2010-2011), the CAOAPR revised Longwood's Program Review Policy and presented its recommendation to the Faculty Senate. At the April 14, 2011 meeting, the Faculty Senate approved the Revised Program Review Policy (dated April 2011).

This academic year (2011-2012), the CAOAPR worked to create a Biennial Report review process. Compared to a Program Review, the Biennial Report is limited in scope. Since 2006, programs not accredited by external accrediting agencies are required to conduct and report self-studies focusing on student learning outcomes every two years. Although Biennial Reports have been submitted for six years, there hasn't been a process to evaluate and provide feedback to programs submitting these reports.

Attached are two documents. The first outlines the process to review Biennial Reports. The second is the Biennial Assessment Report Rubric, which will be completed by the External Review team (comprised of three members of the CAOAPR) and will contain detailed comments and a recommendation of subsequent Biennial Program Review in the reporting cycle.

### **Recommendation**

The CAOAPR recommends the approval of the creation of a Program Biennial Report Review Process and the Biennial Assessment Report Rubric.

### **Committee Members:**

**Tom Akre**, Associate Professor of Biology; **Jennifer Capaldo**, Assistant Professor of Music; **Melinda Fowlkes**, Assistant Dean for College of Business & Economics; **Edward Kinman**, Interim Assistant Dean for Cook-Cole College of Arts & Sciences; **Heather Lettner-Rust**, Assistant Professor of English; **Susan Lynch**, Associate Professor of Therapeutic Recreation; **Jeannine Perry**, Dean for College of Graduate & Professional Studies; **Linda Townsend**, Assessment Coordinator, Office of Assessment & Institutional Research; **Wayne White**, Associate Dean for College of Education & Human Services; **Kristen Welch**, Assistant Professor of English, Director of the Writing Center & Composition

## **BIENNIAL ASSESSMENT REPORT REVIEW PROCESS**

### **Role of the Department Chair and Department Biennial Report Team:**

The Department Biennial Assessment Report Team, chaired by the Department Chair, conducts a self-study focusing on the student learning outcomes for the degree program. The Biennial Assessment Report and supporting documentation are to be submitted in WEAVE online by July 1 for review by the External Review Team.

### **Role of the External Review Team:**

The External Review Team consists of three members of the Committee on Academic Outcomes Assessment and Program Review. A Biennial Assessment Report Rubric including detailed comments of the student learning outcomes is to be completed and signed by the team and then sent to the Dean, Associate/Assistant Dean, and Department Chair by November 1. If the Biennial Assessment Report Rubric is complete with minimal recommendations, the External Review Team makes a recommendation of submission of the subsequent Biennial Program Review in the reporting cycle. If the Biennial Assessment Report Rubric shows incomplete information or areas needing immediate attention, a program revision must be resubmitted in WEAVE online by February 1 based on the recommendations made by the External Review Team. This resubmission must include corrections identified as well as action plans to address the areas needing improvement.

### **Role of the Dean and Associate/Assistant Dean Responsible for Assessment:**

The Dean and Associate/Assistant Dean receive a copy of the Biennial Assessment Report Rubric signed by the External Review team. The Report will be kept on file with the Assistant Dean responsible for assessment.

(Process approved by the Committee on Academic Outcomes Assessment and Program Review, Spring 2012).

## BIENNIAL ASSESSMENT REPORT REVIEW RUBRIC

This Rubric was developed as a formative document to assist the External Review Team of the Committee on Academic Outcomes Assessment and Program Review in the assessment of Student Learning Outcomes during the Biennial Assessment Review Process. (see Biennial Assessment Report Review Process)

<b>MISSION STATEMENT:</b> A concise statement outlining the purpose of the program, who it serves, in what ways, and with what result.	
<ul style="list-style-type: none"><li>• Clear and concise.</li><li>• Identifies stakeholders.</li><li>• Specific to the unit (identifies what it does that separates it from other units).</li><li>• Aligned and consistent with the college and division mission statements.</li></ul>	
<input type="checkbox"/> No further Action Needed	<input type="checkbox"/> Further Action Needed
Comments:	

<b>GOALS:</b> Goals are present.	
<input type="checkbox"/> No further Action Needed	<input type="checkbox"/> Further Action Needed
Comments:	

<b>OUTCOMES/OBJECTIVES:</b> Student Learning Outcomes (SLO) are specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience; outcomes describe the desired quality of key services.	
<ul style="list-style-type: none"><li>• Observable and measurable.</li><li>• Discipline- or program-specific.</li><li>• Aligned with college and university strategic goals.</li><li>• Uses action verbs.</li><li>• Three (3) or more student-learning outcomes are listed.</li><li>• Outcomes are accurately classified as and focused on student learning.</li><li>• Outcomes not focused on student learning (library or tech resources, degree production, support staff, etc.).</li><li>• Demonstrates conditions under which the outcome behaviors are observable.</li><li>• Associations (to goals, standards, institutional priorities, etc.) are identified, where appropriate.</li></ul>	
<input type="checkbox"/> No further Action Needed	<input type="checkbox"/> Further Action Needed
Comments:	

<b>MEASURES:</b> The variety of methods used to evaluate outcomes.	
<ul style="list-style-type: none"> <li>• Each outcome is linked to a valid measure.</li> <li>• Some outcomes have multiple measures.</li> <li>• Multiple methods of assessment are identified.</li> <li>• Most of the measures are direct.</li> <li>• Assessment instruments are clearly described (and attached in Document Management, where applicable).</li> <li>• If utilizing a non-standardized instrument, provide clear documentation (source, length of use, validity, and reliability).</li> <li>• Assessment measures allow student performance to be gauged over time.</li> </ul>	
<input type="checkbox"/> No further Action Needed	<input type="checkbox"/> Further Action Needed
Comments:	

<b>TARGET:</b> Criteria, target, benchmark, or value that will represent success at achieving a given outcome.	
<ul style="list-style-type: none"> <li>• Target level of achievement is identified for each measure.</li> <li>• Achievement targets are specific and measurable.</li> </ul>	
<input type="checkbox"/> No further Action Needed	<input type="checkbox"/> Further Action Needed
Comments:	

<b>FINDINGS:</b> A concise summary of the results gathered from a given assessment measure	
<ul style="list-style-type: none"> <li>• Concise and well-organized.</li> <li>• Provides solid evidence that Targets were met, partially met, or not met.</li> <li>• Compares new findings to past trends as appropriate.</li> <li>• Supporting documentation are included in the Document Management.</li> <li>• Findings are entered for each Measure.</li> <li>• Reflects on student learning outcomes, program outcomes, and the assessment process where applicable.</li> </ul>	
<input type="checkbox"/> No further Action Needed	<input type="checkbox"/> Further Action Needed
Comments:	

ACTION PLAN: Actions to be taken to improve the program or assessment process based on Findings.	
<ul style="list-style-type: none"> <li>• Identifies key areas that need to be monitored, remediated, or enhanced.</li> <li>• Actions are specific and directly related to the Outcome and the Findings of the assessment.</li> <li>• Includes possible target dates or a timeline for completion.</li> <li>• Identifies a responsible person/group.</li> <li>• Resources, if needed, are identified.</li> </ul>	
<input type="checkbox"/> No further Action Needed	<input type="checkbox"/> Further Action Needed
Comments:	

External Review Team Signatures:

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Signature of Department Chair:

\_\_\_\_\_ Date \_\_\_\_\_

(This form was approved by the Committee on Academic Outcomes Assessment and Program Review in Spring 2012).