

Report on the Condition of Academic Assessment at Minot State University

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Introduction

This report summarizes the context of academic assessment at Minot State University (MiSU) through lenses of MiSU's assessment calendar, completion of yearly program assessment (YPA) reports and plans, types of assessments, and Strategic Planning Online (SPOL).

Assessment Calendar

The Student Learning Assessment Committee (SLAC) identified four separate documents with assessment dates. The documents included the *MiSU Academic Assessment Calendar* (Director of Academic Assessment, 2019a), *MSU Co-Curricular Assessment Calendar* (Director of Academic Assessment, 2019b), Ad Hoc Student Learning Assessment Committee (2021) report, and Co-Curricular Assessment Committee (2020) calendar modification. The SLAC reviewed the calendars and created a single assessment calendar that synthesized due dates, actions, and responsible parties for academic, co-curricular, general education, and first year experience assessment. The SLAC obtained initial approval of the revised calendar from academic, co-curricular, general education, and first year experience representatives during the spring 2022 term. The SLAC obtained final approval of the revised calendar from Faculty Senate on October 6, 2022 (SLAC, 2022). Following Faculty Senate approval, the calendar was added to the Academic Assessment webpage.

Completion of YPA Reports and Plans

According to the updated calendar, YPA reports and plans are due to the Director of Institutional Assessment by October 1st (SLAC, 2022). Nine programs intended to submit their YPA 2021-2022 reports and 2022-2023 plans in SPOL. Sixty-eight programs intended to submit their reports and plans via email to the Director of Institutional Assessment using the MS Word

YPA template. As of the date of this report, nine out of nine programs using SPOL had completed or partially completed the process of submitting their YPA reports and plans, and 29 of 68 programs using the MS Word YPA template had submitted their YPA plans and reports. Strategies for reminding programs to submit their YPAs have included sharing and discussing the submission status of YPAs at meetings with the Academic Assessment Liaisons, Student Learning Assessment Committee, and Academic Assessment Committee as well as asking the Vice President for Academic Affairs to remind Chairs to ensure that the YPAs for their programs have been submitted. Although many YPAs are still missing, historical submission patterns suggest that additional YPAs will likely be submitted within the next few months.

Types of Assessments

Programs utilized a variety of direct and indirect measures to assess student performance. Direct measures require students to demonstrate their learning (College of Business Administration [COBA], 2020; International Accreditation Council for Business Education [IACBE], 2016). Direct measures may include standardized exams, locally developed exams, oral exams, essays, reports, performances, recitals, clinicals, practicums, presentations, portfolios, and simulations. Indirect measures require students to report, describe, or reflect on their learning. Indirect measures may include surveys, questionnaires, interviews, and focus groups. A few examples of direct assessments utilized by MiSU academic programs are listed in Table 1. A few examples of indirect assessments utilized at MiSU are listed in Table 2.

Table 1*Direct Assessment Examples at MiSU*

Program Name	Direct Assessment Example
BS Accounting	Student completes Peregrine standardized exam
BA Biology	Faculty uses rubric to assess student's oral presentation
BA Chemistry	Student completes Diagnostic Undergraduate Chemical Knowledge standardized exam
BA History	Faculty uses rubric to assess student's portfolio
BA Professional Communication	Faculty uses rubric to assess student's project presentation
BA Psychology	Student completes ETS major Field Test standardized exam
BSEd Physical Education	Student completes the Praxis II Physical Education standardized exam
BS Nursing	Faculty uses rubric to assess student's paper and presentation
BS Marketing	Student completes Peregrine standardized exam
MS Sports Management	Faculty uses capstone rubric to assess student's applied research project

Table 2*Indirect Assessment Examples at MiSU*

Program Name	Indirect Assessment Example
BA History	Student uses rubric to assess their own portfolio
BA Psychology	Student reports perceptions of their learning on a survey
MS Sports Management	Graduating student rates their performance on an exit survey
BS Nursing	Student rates their level of satisfaction on a graduate satisfaction survey
BS Marketing	Graduating student rates their performance on an exit survey

Strategic Planning Online

Strategic Planning Online (SPOL) is an institutional effectiveness software package that is available to MiSU at no cost through an existing contract between the North Dakota University System (NDUS) and SPOL. SPOL helps respond to some of the areas for improvement that were identified in the *Report on the Condition of Academic Assessment at Minot State University* from the prior year (Anderson, 2022). They included template consistency, efficiency, relevance, comprehensiveness, institutional memory, and assessment guidance.

Alignment With YPA Requirements

SPOL has modules for Planning, Budget, Assessment, Credentialing, and Accreditation. The Assessment and Planning Unit modules are adequate alternatives to the MS Word YPA templates for program assessment planning and reporting. Appendices A and B demonstrate how fields in SPOL align with the student learning assessment and operational assessment MS YPA

templates. The Assessment module is suitable for submitting plans and reports relevant to Student Learning Goals (SLGs) and Student Learning Outcomes (SLOs). The Planning module is suitable for submitting plans and reports relevant to operational goals and outcomes.

YPA Reporting Process

Appendix C depicts an overview of how student learning and operational YPA planning and reporting can be achieved in SPOL. Appendix D includes a checklist outlining the steps for annual reporting in SPOL. Steps for completing the student learning assessment portion of a YPA in SPOL requires reporting a finding for each set of criteria and writing a narrative summary of results for each outcome. Each finding represents the sample size (i.e., number of students assessed), the number met (i.e., count of students achieving proficiency), and notes as appropriate (Appendix E). SPOL automatically rolls up the findings to percentages representing target values, actual values, and difference values at the criteria, measure, outcome and program level. See Appendices F-I for examples of how findings are rolled up to percentages at the criteria level (Appendix F), criteria are rolled up to percentages at the measure level (Appendix G), measures are rolled up to percentages at the outcome level (Appendix H), and outcomes are rolled up to percentages at the program level (Appendix I). SPOL applies the following methods to calculate percentages at each level:

- Criteria-level percentage is weighted based on the sample sizes in the findings (i.e., total number of students meeting proficiency across all findings divided by total number of students assessed across all findings).
- Measure-level percentage is an average of percentages at the criteria level.
- Outcome-level percentage is an average of percentages at the measure level.
- Program-level percentage is an average of percentages at the outcome level.

The narrative summary that is written for each outcome describes its intended results, actual results, and use of results (Appendix J).

Steps for completing the operational assessment portion of a YPA in SPOL requires writing a narrative summary of results for each objective by describing its intended results with quantitative targets, assessment measures, actual results, and use of results (Appendix K).

Implementation

SPOL has been presented to and discussed with several academic assessment constituents on campus, including the Academic Assessment Committee, the Student Learning Assessment Committee, and the Academic Assessment Liaisons. Several programs have begun using or have expressed interest in using SPOL for YPA planning and reporting as an alternative to the MS Word YPA template. The following programs used SPOL to submit their 2021-2022 program assessment reports and 2022-2023 program assessment plans, and they seem to be pleased with their transition thus far: BS Entrepreneurship, BS International Business, BS Management Information Systems, BS Marketing, BS Nursing, MS Information Systems, MS Management, and MS Sports Management. Other programs in the Department of Accounting & Finance, Department of Biology, Division of Performing Arts, Department of Art and Professional Communication, and Division of Social Science have begun exploring SPOL and may transition to using the software for 2022-2023 reporting and 2023-2024 planning.

Additional time and energy are required upfront for programs that transition to SPOL; however, tools and processes have been designed to help facilitate the transition. See Appendix L for a template that has been developed to compile student learning assessment plan details for SPOL. See Appendix M for a template that has been developed to compile operational assessment plan details for SPOL. The templates are accompanied by definitions that help clarify

the expectations of the details that are intended to be included in each section (Appendix N). After a program has been created in SPOL, the process of updating its assessment plans and reports, summarizing and interpreting results, and retrieving historical plans and reports is expected to be more user friendly and take less time. For example, if a program's outcomes, measures, and criteria remain the same from one year to the next, they can simply be copied to the next year's assessment plan with a few clicks. Edits can quickly be made to the copied plan in SPOL if needed. Furthermore, SPOL allows a wide variety of associations to be established between various elements in the system, such as between student learning outcomes, program objectives, and institutional goals, which may help illuminate the broader relevance of student learning and operational assessment.

Conclusion and Recommendation

This report addressed the condition of academic assessment at MiSU through lenses of MiSU's assessment calendar, completion of YPA reports and plans, types of assessments, and SPOL. This narrative was finalized around two months after the YPA 2021-2022 reports and 2022-2023 plans were due. At the time of its completion, approximately 50% of the YPA reports and plans had not yet been submitted. The lack of completion may stem, at least in part, from the YPA areas for improvement that were identified in the previous report (i.e., template consistency, efficiency, relevance, comprehensiveness, institutional memory, assessment guidance). Based on these areas for improvement, as well as the favorable response by programs that submitted their YPA reports and plans using SPOL for the most recent YPA reporting and planning cycle, other programs are encouraged to explore whether transitioning to SPOL may be appropriate for their YPA reporting and planning needs.

References

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- Student Learning Assessment Committee. (2022, October 6). *MiSU assessment calendar: Academic, general education, first year experience, and co-curricular programs*. Minot State University. https://www.minotstateu.edu/academic/_documents/assessment/MiSU-Assessment-Calendar-2022-10-06.pdf

Appendix A: YPA Template with SPOL Alignment – Student Learning Assessment

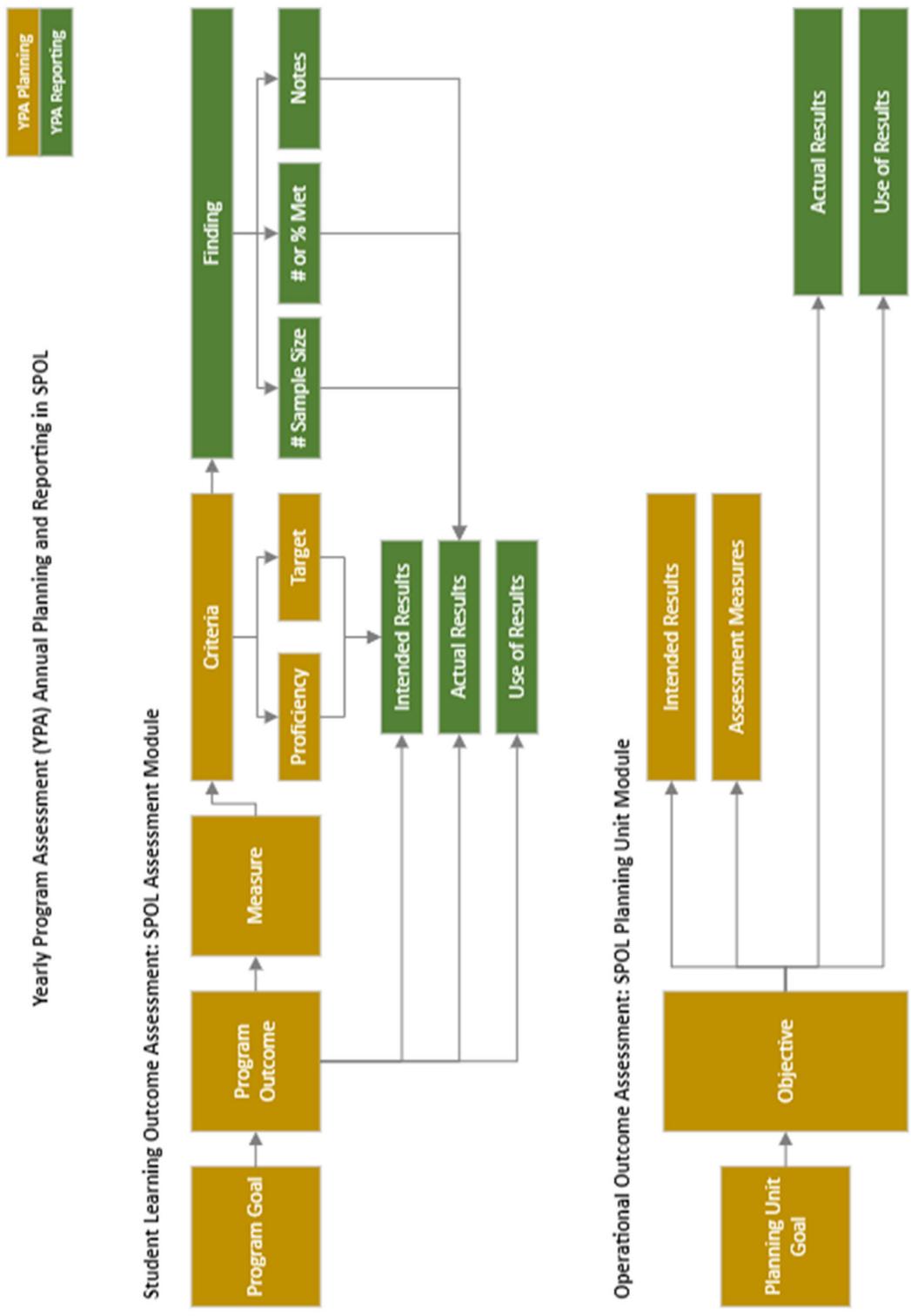
YPA template with SPOL alignment		
SLG/SLO	Methods	Target
Program Student Learning Goals (include the outcomes(s) and objectives underneath the respective goal as applicable)	Describe the Assessment Methods (Indicate whether instrument is direct or indirect)	Expected Outcomes, i.e., Benchmarks for Success
Program Goal <ul style="list-style-type: none"> • Goal Type, Program Goal Title, Description) Program Outcome <ul style="list-style-type: none"> • Outcome Number, Outcome Title, Description, Outcome Type, Program Courses, Institutional Goals, Program Goals 	<ul style="list-style-type: none"> • Activity • Instrument* • Time Frame • Personnel Involved Measure <ul style="list-style-type: none"> • Measure Number, Measure Title, Measure Type, Direct or Indirect, Description, Associated Courses 	How good is good enough? Criteria <ul style="list-style-type: none"> • Criteria Number, Criteria Title, Criteria Type, Description (with proficiency level), Target
Gather, Review, & Discuss Gather, share, and interpret findings & indicate whether target was met or not met for this SLG/SLO		
Finding <ul style="list-style-type: none"> • Sample Size, Number Met, Percent Met, Notes 		
Results <ul style="list-style-type: none"> • Intended Results, Actual Results 		
Recommendations and Implementation Comment on any improvements/changes that were the result of this cycle of assessment for this SLG/SLO		
Results <ul style="list-style-type: none"> • Use of Results 		

Appendix B: YPA Template with SPOL Alignment – Operational Assessment

YPA template with SPOL requirements

Goals/Outcomes	Methods	Target
Operational Goals (include the outcomes(s) and objectives/action steps underneath the respective goal as applicable)	Describe the Assessment Methods (Items under this column should explain/describe etc. the data that supports the need for the operational goal AND/OR the projected results of the operational goal when put into action)	Expected outcome targets, i.e., Benchmarks for Success
Goals <ul style="list-style-type: none"> • Goal Number, Goal Title, Goal Description Objectives <ul style="list-style-type: none"> • Objective Title, Objective Purpose, Objective Status, Description 	Results <ul style="list-style-type: none"> • Assessment Measures 	Results <ul style="list-style-type: none"> • Intended Results
Gather, Review, & Discuss Results <ul style="list-style-type: none"> • Actual Results 		
Recommendations and Implementation Results <ul style="list-style-type: none"> • Use of Results 		

Appendix C: YPA Annual Planning and Reporting in SPOL



Appendix D: SPOL YPA Reporting Checklist

Student Learning Outcomes Assessment: Assessment Module	
Report a finding for each set of criteria	
	Enter the sample size (i.e., number of students assessed)
	Enter the number met (i.e., count of students achieving proficiency)
	Write notes as appropriate
Write a narrative summary of results for each outcome	
	Describe intended results
	Describe actual results
	Describe use of results
Operational Outcome Assessment: Planning Unit Module	
Write a narrative summary of results for each objective	
	Describe intended results with quantitative targets
	Describe assessment measures
	Describe actual results
	Describe use of results

Appendix E: SPOL Example – New Finding Data Entry

New Finding

Planning Year: 2021-2022 Planning Term: Select a planning term Class: Select

Reporting Level: Class

Date: 12/20/2022

Target: 80.00% Sample Size: 0 Number Met: 0.00 Percent Met: 0.00%

Notes:

Cancel Save

Appendix F: SPOL Example – Findings by Criteria

Criteria ✕

- **1.1.1.1 - Success Criteria is rating of Moderately Satisfactory**
 At least 80% of all MSSPM students will rate themselves at "moderately satisfactory"

Criteria Type:	Target:	Actual:	Difference:
Benchmark	80.00%	80.00%	0.00%

Findings ✕

- **Capstone Experience**
 2022 2021-2022 - MISU-KIN 595 : MISU-KIN 595 - TBA - To be Announced (TBA)

Measure Type:	Target:	Actual:	Difference:
Survey	80.00%	80.00%	0.00%

Appendix G: SPOL Example – Criteria by Measure

Measures +

- 1.1.1 - Graduate Exit Survey (SLO 1.1 Data Analysis)**
Graduating students rate themselves on the following survey item: I am able to employ appropriate data analysis techniques to solve business or sports problems. Response options: Exceptional, Good, Satisfactory, Fair, Poor

Measure Type:	Target:	Actual:	Difference:
Survey	80.00%	80.00%	0.00%

- 1.1.2 - Course-Level Assessment Rubric (SLO 1.1 Data Analysis)**
Faculty rate students on the following criteria for course assessment: Students will be able to employ appropriate data analysis techniques to solve business and sports problems. Levels of performance: 5=Exceptional, 4=Good, 3=Satisfactory, 2=Fair, 1=Poor, 0=No Evidence

Measure Type:	Target:	Actual:	Difference:
Rubric	80.00%	100.00%	+20.00%

- 1.1.3 - Capstone Rubric (SLO 1.1 Data Analysis)**
Faculty rate students on the following criteria for the report and/or oral presentation of an applied research project: Student is able to employ appropriate data analysis techniques to solve business or sports problems.

Measure Type:	Target:	Actual:	Difference:
Rubric	80.00%	81.82%	+1.82%

Criteria +

- 1.1.1.1 - Success Criteria is rating of Moderately Satisfactory**
At least 80% of all MSSPM students will rate themselves at "moderately satisfactory"

Criteria Type:	Target:	Actual:	Difference:
Benchmark	80.00%	80.00%	0.00%

Appendix H: SPOL Example – Measures by Outcome

Program Outcomes			
● SLO 1.1 - Students will be able to employ appropriate data analysis...			
Outcome Status:	Target:	Actual:	Difference:
Results Analysis	80.00%	87.27%	+7.27%
Stage			
● SLO 1.2 - Students will be able to synthesize literature			
Outcome Status:	Target:	Actual:	Difference:
Results Analysis	80.00%	70.54%	-9.46%
Stage			
● SLO 2.1 - Students will be able to create professionally written m...			
Outcome Status:	Target:	Actual:	Difference:
Results Analysis	80.00%	85.38%	+5.38%
Stage			
● SLO 2.2 - Students will be able to produce effective oral presenta...			
Outcome Status:	Target:	Actual:	Difference:
Results Analysis	80.00%	79.06%	-0.94%
Stage			
● SLO 3.1 - Students will be able to employ rational decision-makin...			
Outcome Status:	Target:	Actual:	Difference:
Results Analysis	80.00%	78.75%	-1.25%
Stage			
● SLO 3.2 - Students will be able to assess ethical issues and stake...			
Outcome Status:	Target:	Actual:	Difference:
Results Analysis	80.00%	77.22%	-2.78%
Stage			
● SLO 3.3 - Students will be able to apply employment law concept...			
Outcome Status:	Target:	Actual:	Difference:
Results Analysis	80.00%	71.25%	-8.75%
Stage			

Measures +			
● 1.1.1 - Graduate Exit Survey (SLO 1.1 Data Analysis)			
Graduating students rate themselves on the following survey item: I am able to employ appropriate data analysis techniques to solve business or sports problems. Response options: Exceptional, Good, Satisfactory, Fair, Poor			
Measure Type:	Target:	Actual:	Difference:
Survey	80.00%	80.00%	0.00%
● 1.1.2 - Course-Level Assessment Rubric (SLO 1.1 Data Analysis)			
Faculty rate students on the following criteria for course assessment: Students will be able to employ appropriate data analysis techniques to solve business and sports problems. Levels of performance: 5=Exceptional, 4=Good, 3=Satisfactory, 2=Fair, 1=Poor, 0=No Evidence			
Measure Type:	Target:	Actual:	Difference:
Rubric	80.00%	100.00%	+20.00%
● 1.1.3 - Capstone Rubric (SLO 1.1 Data Analysis)			
Faculty rate students on the following criteria for the report and/or oral presentation of an applied research project: Student is able to employ appropriate data analysis techniques to solve business or sports problems.			
Measure Type:	Target:	Actual:	Difference:
Rubric	80.00%	81.82%	+1.82%

Appendix I: SPOL Example – Outcomes by Program

Outcome Types			Program Outcomes			
<ul style="list-style-type: none"> MISU Program Learning Outcomes 			<ul style="list-style-type: none"> SLO 1.1 - Students will be able to employ appropriate data analysis... 			
Target:	Actual:	Difference:	Outcome Status:	Target:	Actual:	Difference:
80.00%	76.51%	-3.49%	Results Analysis	80.00%	87.27%	+7.27%
			Stage			
			<ul style="list-style-type: none"> SLO 1.2 - Students will be able to synthesize literature 			
			Outcome Status:	Target:	Actual:	Difference:
			Results Analysis	80.00%	70.54%	-9.46%
			Stage			
			<ul style="list-style-type: none"> SLO 2.1 - Students will be able to create professionally written me... 			
			Outcome Status:	Target:	Actual:	Difference:
			Results Analysis	80.00%	85.38%	+5.38%
			Stage			
			<ul style="list-style-type: none"> SLO 2.2 - Students will be able to produce effective oral presentat... 			
			Outcome Status:	Target:	Actual:	Difference:
			Results Analysis	80.00%	79.06%	-0.94%
			Stage			
			<ul style="list-style-type: none"> SLO 3.1 - Students will be able to employ rational decision-makin... 			
			Outcome Status:	Target:	Actual:	Difference:
			Results Analysis	80.00%	78.75%	-1.25%
			Stage			
			<ul style="list-style-type: none"> SLO 3.2 - Students will be able to assess ethical issues and stake... 			
			Outcome Status:	Target:	Actual:	Difference:
			Results Analysis	80.00%	77.22%	-2.78%
			Stage			
			<ul style="list-style-type: none"> SLO 3.3 - Students will be able to apply employment law concepts... 			
			Outcome Status:	Target:	Actual:	Difference:
			Results Analysis	80.00%	71.25%	-8.75%
			Stage			

Appendix J: SPOL Example – Narrative Summary by Outcome

Outcome: Students will be able to synthesize literature			
Measures	Criteria	Intended Results	Actual Results
<ul style="list-style-type: none"> 1.2.1 - Graduating Student Exit Survey (SLO 1.2 Literature) Description : Graduating students rate themselves on the following survey item: I am able to synthesize literature. Response options: Exceptional, Good, Satisfactory, Fair, Poor 1.2.2 - Course-Level Assessment Rubric (SLO 1.2 Literature) Description : Faculty rate students on the following criteria for course assessment. Students will be able to synthesize literature. Levels of performance: 5=Exceptional, 4=Good, 3=Satisfactory, 2=Fair, 1=Poor, 0=No Evidence 1.2.3 - Capstone Rubric (SLO 1.2 Literature) Description : Faculty rate students on the following criteria for the report and/or oral presentation of an applied research project. Students is able to synthesize literature. 	<ul style="list-style-type: none"> 1.2.1.1 - Success Criteria is rating of Moderately Satisfactory (Graduating Student Exit Survey (SLO 1.2 Literature)) Description : At least 80% of all MSSPM students will achieve a rating of at least 4 on a 6-points scale for each area on the Capstone rubric. 1.2.2.1 - Success Criteria is rating of 4 or higher. (Course-Level Assessment Rubric (SLO 1.2 Literature)) Description : At least 80% of all MSSPM students will be rated at least 4 on a 6-point scale for each SLO on the course-level assessment. 1.2.3.1 - Success Criteria is rating of 4 or higher (Capstone Rubric (SLO 1.2 Literature)) Description : At least 80% of all MSSPM students will achieve a rating of at least 4 on a 6-points scale for each area on the Capstone rubric. 	<ul style="list-style-type: none"> 2020-21 Recommendations for SLO 1.2: Targets were not met in course-level assessment for SLO 1.2. Faculty met and discussed updates and consistency in instruction of analysis and synthesis of the literature. Meet success targets. 	<ul style="list-style-type: none"> The rate of response on the Exit Survey was 45%. To increase participation, students will complete the Exit Survey as part of the Capstone Course requirements with points assigned with proof of completion. The capstone course will be revised so all SLOs can be assessed using the capstone course rubric. The course-level assessment tool will be discontinued.

Appendix K: SPOL Example – Narrative Summary by Objective

Objective: DRAFT - 1.1 The total FTE enrollments for the CoB have increased from the previous academic year. - 1.1 The total FTE enrollments for the CoB have increased from the previous academic year.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> Target 1.1.1: The change in the 3-year rolling average of FTE enrollments for CoB undergraduate programs is nonnegative. Target 1.1.2: Each undergraduate degree program has at least 25 declared majors using a 3-year rolling average. 	<ul style="list-style-type: none"> Activity: Request Enrollment Data. Instrument – Academic Enrollment Data. Time Frame – Fall through spring of previous year. Personnel Involved – Institutional Researcher, Chairs. 	<ul style="list-style-type: none"> 1.1.1: The current 3-year average of all enrollments for CoB undergraduate programs (Fall 2019, Fall 2020, Fall 2021) was 515. The previous 3-year average of all enrollments for CoB undergraduate programs (Fall 2018, Fall 2019, Fall 2020) was 576. The target was not met. 1.1.2: 3-year average enrollment in each of the eight CoB programs (Fall 2019, Fall 2020, Fall 2021): Accounting: 63; Business Education: 7; Finance: 71; Entrepreneurship: 23; International Business: 33; Management: 191; Marketing: 80; MIS: 34. The target was not met. 	<ul style="list-style-type: none"> An additional outcome will be implemented in the 2022-2023 academic year. Also, targets for both undergraduate programs and graduate programs will be implemented in the 2022-2023 year.

Appendix L: Template for Compiling Student Learning Assessment Plan for SPOL

SLG	SLO and course(s) covering SLO	Measure title and description	Direct or Indirect	Course(s) Assessing SLO	Proficiency	Target %
SLG 1: [Title]	SLO 1.1: [Title] [Course(s)]	Measure 1.1.1: [Title] [Description]				
		Measure 1.1.2: [Title] [Description]				
	SLO 1.2: [Course(s)]	Measure 1.2.1: [Title] [Description]				

Appendix M: Template for Compiling Operational Assessment Plan for SPOL

Operational Goal	Operational Outcome (Objective)	Measure	Intended result (Target)
Goal 1: [Title]	Objective 1.1: [Title]	Measure 1.1.1: [Description]	[Quantitative value]
		Measure 1.1.2: [Description]	[Quantitative value]
	Objective 1.2: [Title]	Measure 1.2.1: [Description]	[Quantitative value]
		Measure 1.2.2: [Description]	[Quantitative value]
Goal 2: [Title]	Objective 2.1: [Title]	Measure 2.1.1: [Description]	[Quantitative value]
		Measure 2.1.2: [Description]	[Quantitative value]

Appendix N: Definitions Accompanying Templates for Compiling Assessment Plans

Course Assessing SLO: Course where a measure is implemented to assess an outcome. If a measure is not administered as part of a course, describe the setting where the measure is administered.

Course Covering SLO: Course where an SLO is covered in the curriculum.

Mission: Statement describing a program's primary purpose, functions, and stakeholders served. The mission should distinctly represent the program and be related to the mission of the institution.

- Template for writing a mission statement: The mission of [Program Name] is to [primary purpose of program] by providing [primary functions and activities of program] to [stakeholders served by the program]

Measure: Tool, methodology, activity, or other means of assessing an outcome. Each outcome should subsume at least one measure.

- Direct: require students to demonstrate their learning (e.g., standardized exams, locally developed exams, oral exams, essays/reports, performances/recitals, clinicals/practicums, presentations, portfolios, simulations)
- Indirect: require students to report, describe, or reflect on their learning (e.g., surveys, questionnaires, interviews, focus groups)

Operational outcome (objective): Desired results relevant to a program's processes as well as its human, physical, technological, financial and other resources.

Proficiency: Minimum performance required on a measure to represent successful achievement of a Student Learning Outcome

Student Learning Goal (SLG): General statement of learning that students are expected to achieve through participation in a program. SLGs should be reflected in the curriculum and serve as a bridge between the program's broad mission statement and its more detailed SLOs. Key elements of an SLG are the same as a Student Learning Outcome (SLO) and include a learner description, observable action verb, and statement of learning to be demonstrated.

- Template for writing SLGs: [Learner description] will [observable action verb] [statement of learning to be demonstrated]

Student Learning Outcome (SLO): Specific statement of the knowledge, skills, values, or other attributes that students are expected to demonstrate by the time that they complete a program. Key elements of an SLO are the same as a Student Learning Goal (SLG) and include a learner description, observable action verb, and statement of learning to be demonstrated. Each SLG should subsume at least one SLO.

- Template for writing SLOs: [Learner description] will [observable action verb] [statement of learning to be demonstrated]

Target: Future value that is expected to be achieved on a measure

- Student Learning Outcomes (SLO): Percentage of students expected to achieve proficiency
 - Narrative template for (SLO) target statement: [TARGET %] of students will demonstrate achievement of [SLO #] as measured by earning [PROFICIENCY DESCRIPTION] on the [MEASURE TITLE]
- Operational Outcomes (Objectives): Number, percentage, dollar amount, or other number value that is expected to be achieved