

Why is assessment important?

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

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

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporates a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional planning*) - (Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 56)

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

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*) - (Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 61)

SACS Principle 8.1 (Section 8: Student Achievement)

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) - (Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 64)

SACS Principle 8.2 (Section 8: Student Achievement)

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

8.2.a. – Student learning outcomes for each of its educational programs. (*Student outcomes: educational programs*)

8.2.c. – Academic and student services that support student success. (*Student outcomes: academic and student services*)

(Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 66)

MUW's Vision, Mission, and Guiding Principles

Vision

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

Mission

Mississippi University for Women (MUW), a public institution since 1884, **provides high quality undergraduate and graduate education** for women and men in a variety of liberal arts and professional programs, while maintaining its historic commitment to academic and leadership development for women. MUW **emphasizes a personalized learning environment** in all of its educational programs, which are offered through the College of Arts, Sciences, and Education, College of Business and Professional Studies, and College of Nursing and Health Sciences. MUW delivers selected programs and courses through distance education formats to provide educational opportunities throughout Mississippi and the United States, while addressing unique educational and public service needs of northeast Mississippi and adjoining counties in northwest Alabama. MUW **supports research, scholarship, and creativity to enhance faculty development and student learning and to advance knowledge in the disciplines offered by the university.**

-Revised October 19, 2017

Guiding Principles

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

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

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

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

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

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

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

Academic Assessment

Who Assesses?

Academic units, including undergraduate and graduate degree programs, minor and certificates, awarded by the university is assessed to coincide with Standard 3.3.1.1. The academic units must complete an assessment plan annually (see Assessment Timeline Process at the end of document), with the exception of low-enrolled programs. Defined as *five or less, low-enrolled programs* will report out results at least every three years using aggregated data collected over that time period.

Definitions

Mission Statement: Statement that reflects the purpose of the program, including a General Education competency that is reflected in the General Education Goals set forth by the university for undergraduate studies only (see list below). A simple way to set up the program mission statement is to ask “What are the three most important things the students need/should know to be competent in the professional setting when they graduate with “X” degree?” The mission statement is succinct, only three to five sentences.

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

***Must have **at least TWO Goals** for the assessment plan!

Five Categories of Outcomes:

- (1) Student Learning Outcomes (SLO) - Objectives {Outcomes} are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.

Some Questions to Ask Yourself when Writing your Student Learning Outcomes

- (1) What should an MUW graduate in “program” know and be able to do?

*This will help to articulate your outcome.

- (2) How does this information help improve the quality of my program at MUW?

*This will help to create valuable outcomes that are pertinent to your program.

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

- (2) General Education Outcomes (GEO) (**undergraduate studies only**) – Outcomes that are correlated to the General Education Goals set by the university (see list below). The General Education Goal must be reflected in the program’s mission statement. The GEO may also act as an SLO; however, the GEO must be labeled within the assessment plan to reflect the goal in the mission statement {i.e. GEO 1.a. or GEO 3.c.}. When assessing the GEO, the Assessment Type must be an AAC&U VALUE Rubric. The AAC&U VALUE rubrics are nationally validated and act as a uniform assessment tool to provide standards of measurement for long-term evaluations across the university. Further, these rubrics were

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adopted for Gen Ed Assessment by the university. Also, to utilize the VALUE Rubric that is tied to the Gen Ed Goal, the GEO Assessment Method must be an assignment within the program that is created to utilize the VALUE Rubric.

***Must have **at least one GEO** throughout the plan! (*Remember this can be an SLO*)

General Education Goals

1. **Critical Thinking & Effective Communication:** Students will demonstrate the ability to
 - a. Evaluate information for the purposes of making informed decisions (Problem Solving VALUE Rubric)
 - b. Analyze the arguments and points of view of others (Critical Thinking VALUE Rubric)
 - c. Present information, arguments, and ideas in oral, written and visual forms for their contexts (Written Communication/Oral Communication VALUE Rubric)
 2. **Cultural Literacy:** Students will demonstrate the ability to
 - a. Analyze individual aesthetic and cultural works (Intercultural Knowledge & Competence VALUE Rubric)
 - b. Compare human endeavors across cultures and through history (Intercultural Knowledge & Competence VALUE Rubric)
 - c. Discuss global perspectives and cultures objectively (Intercultural Knowledge & Competence VALUE Rubric)
 3. **Quantitative and Technology Skills:** Students will demonstrate the ability to
 - a. Solve problems, draw conclusions, and make predictions using quantitative information (Quantitative Literacy & Analysis VALUE Rubric)
 - b. Analyze quantitative information presented in different formats (Quantitative Literacy & Analysis VALUE Rubric)
 - c. Adapt to emerging technologies (Quantitative Literacy & Analysis VALUE Rubric)
 4. **Understanding of Self, Society, and The Natural World:** Students will demonstrate the ability to
 - a. Analyze the interactions between the individual and society (Civic Engagement VALUE Rubric)
 - b. Engage in activities that promote personal and civic well-being (Civic Engagement VALUE Rubric)
 - c. Apply the scientific method to solve problems (Inquiry & Analysis VALUE Rubric)
 5. **Life-Long Learning:** Students will demonstrate the ability to
 - a. Transfer general education strands to their major fields of study and to make connections between disciplines (Foundations & Skills for Life-long Learning or Teamwork VALUE Rubrics)
- (3) Student Achievement Outcomes (SAO) – Outcomes that focus on the progression of the student with respect to the institution’s and program’s mission, i.e. graduate studies enrollment, passing a certification exam, job placement, “enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.” (Student Achievement) (The Principles of Accreditation: Foundations for Quality Enhancement, SACS COC, pg. 39.

***Must have **at least one SAO!** (May also act as an SLO)

- (4) Program Outcome (PO) – Outcomes that tie into MUW’s strategic priorities/goals (see list below). The PO must be labeled within the assessment plan to reflect the corresponding strategic priority/goal {i.e. PO 1.d. or PO 3.f.}.

***Must have **at least one PO!**

MUW’s Strategic Priorities/Goals 2016-2021

- (1) The University will cultivate a culture of **Advancement Excellence** to strengthen engagement among its constituencies by:
- a. creating a culture of giving;
 - b. establishing and maintaining affinity groups;
 - c. fostering pride in University events and private giving; and
 - d. increasing awareness of university programs and strengths.
- (2) The University will promote **Regional Stewardship** through partnerships across campus and the region by:
- a. cultivating collaborations that increase health and well-being;
 - b. providing outreach to underserved populations;
 - c. strengthening and expanding K-12 partnerships;
 - d. contributing to the creative economy; and
 - e. forging meaningful and engaged partnerships that provide real-life experiences for students.
- (3) The University will foster a **21st Century** learning environment by:
- a. enhancing and effectively utilizing advanced instructional technologies;
 - b. broadening educational opportunities and programs for the diverse student body;
 - c. maintaining, enhancing and expanding international partnerships;
 - d. increasing emphasis on diversity of faculty and staff;
 - e. cultivating communities to create opportunities for academic engagement;
 - f. fostering leadership development and a commitment to a safe ethical environment; and
 - g. enhancing business processes and the campus infrastructure, ensuring continuing financial sustainability.
- (4) The University will cultivate a comprehensive approach that enhances retention, **Completion** and student success by:
- a. enhancing student advising, mentoring, and support services;
 - b. recruiting a diverse student body to ensure a vital university community;
 - c. providing resources to assist students with achieving and maintaining financial stability; and
 - d. providing academic programs to meet the needs of today’s student and workforce.
- (5) Research Outcomes (RO) (**graduate studies only**) – Objectives {Outcomes} are brief, clear statements that describe the desired research outcomes of instruction; i.e., the specific skills, values, and attitudes *students* should exhibit that reflect the broader goals.

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Some Questions to Ask Yourself when Writing your Student Research Outcomes

(1) What should an MUW research graduate in “program” know and be able to do?

*This will help to articulate your outcome.

(2) How does this information help improve the quality of my program at MUW?

*This will help to create valuable outcomes that are pertinent to your program.

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

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

***Recommended to have **no more than three Achievement Targets per outcome!**

Assessment Method: Method of evaluating the Achievement Target. There are two types of assessment:

(1) Direct and (2) Indirect

Examples

(1) Direct (all students)

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

(2) Indirect (sample)

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

Assessing academic programs require goals, outcomes, achievement targets and assessment methods. Every program requires **at least two goals**. Every **program** requires **three categories of outcomes**: (1) Student Learning Outcomes; (2) Student Achievement Outcomes; and (3) Program Outcomes. In **addition to** these three categories, **undergraduate programs** also have **General Education Outcomes** and **graduate programs** also have **Research Outcomes**. There must be **at least three Student Learning Outcomes, one General Education Outcome** (may also act as an SLO) **for undergraduate programs, one Student Achievement Outcome, one Program Outcome, and one Research Outcome for graduate programs**. Every program is recommended to have **no more than three Achievement Targets per Outcome**, unless program accreditation requires additional information. For all Assessment Methods, there needs to be **at least one Direct and one Indirect Assessment Method Type** throughout the plan.

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Academic Assessment Plan Form

Below is an outline that you will need to fill out accordingly. Please remember that you must have **at least 2 goals** and **at least 3 student learning outcomes overall**. Meaning, you may have one outcome for goal #1 and only two outcomes for goal #2, etc. You must have **at least one general education outcome**, which may act as an SLO, and to **label** it properly. Also, please remember that you must have **no more than three Achievement Targets per outcome**.

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

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

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

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

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

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

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

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

Goal 2: Goals are broad, general statements of what the program, course, or activity intends to accomplish. Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.) Goals should provide a framework for determining the more specific educational objectives of a program, and should be consistent with the mission of the program and the mission of the institution. A single goal may have many specific subordinate learning objectives {outcomes}.

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

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

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

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

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

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

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

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

Academic Assessment Plan Checklist

- _____ One Mission Statement with General Education Goal Tie-In
- _____ At Least Two Goals
- _____ At Least Three Student Learning Outcomes
- _____ At Least One General Education Outcome (may be an SLO) {Undergraduate Programs Only}
- _____ At Least One Student Achievement Outcome
- _____ At Least One Program Outcome
- _____ At Least One Research Outcome {Graduate Programs Only}
- _____ No More Than Three Achievement Targets per Outcome {unless program accreditation requires additional information}
- _____ At Least One Direct Assessment Type
- _____ At Least One Indirect Assessment Type
- _____ General Education Outcome's Assessment Type is an AAC&U VALUE Rubric
- _____ General Education Outcome Labeled by its Corresponding Gen Ed Goal (i.e. GEO 1.a. or GEO 3.c.) in the Outcome Name
- _____ Student Achievement Outcome Labeled by its SAO acronym in the Outcome Name
- _____ Program Outcome Labeled by its Corresponding Strategic Priority/Goal (i.e. PO 1.d. or PO 3.f.) in the Outcome Name
- _____ Research Outcome Labeled by its RO acronym in the Outcome Name

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MUW's Assessment Timeline Process

Academic Assessment

May:

Coordinators submit the Academic Assessment Follow-Ups, Results, Action Statements and Related/Supporting Documentation in the assessment software by **May 31st**.

- Action Statements are based on the review of the results to determine what actions to take for the upcoming academic year, i.e. make any changes to the assessment plan.

June – July:

Department Chairs and Deans review their Academic Units' assessment data and submit their Review Comments in the assessment software by **July 1st**.

Assessment Specialist runs the archived reports for the academic year and uploads them into the assessment software and disseminates the reports to the Coordinators, Department Chairs, Deans and the Provost.

June – May:

Departments Assess Student Learning and Student Achievement.

August – December:

Beginning in Fall 2019, every three years, PIE Council reviews the collective results to provide feedback for consideration by the Deans and Department Chairs. Beginning in Spring 2021, every five years, PIE Council reviews the revised assessment plans to make any recommendations for the Deans and Department Chairs to consider.

**The following is the instructions for inputting:
Follow-Ups,
Results and Analysis,
Action Statements,
and Supporting/Related Documentation.**

Checklist for Academic Assessment

_____ Follow-Up for the **prior** Academic Year

*Reflection of what occurred over the past AY

_____ Results for **this** Academic Year

_____ Action Statements for this Academic Year

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

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

_____ Supporting Documentation for this Academic Year's Results

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

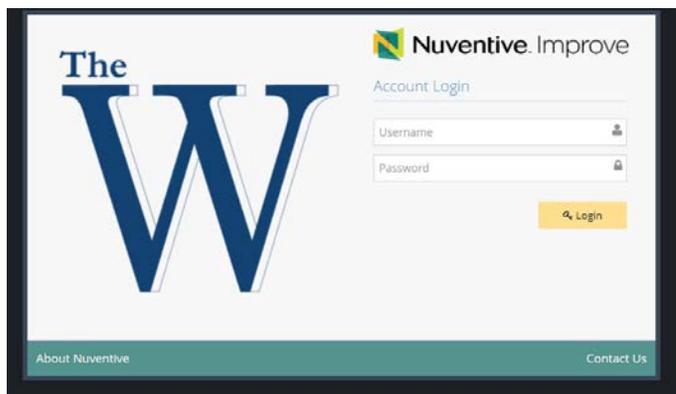
_____ ***For Department Chairs*** - Review Comments for Assessment Results under the General Information Tab (Be sure to address any changes from the Action Statements - Either Approve or Disapprove the Changes)

To Log-In...

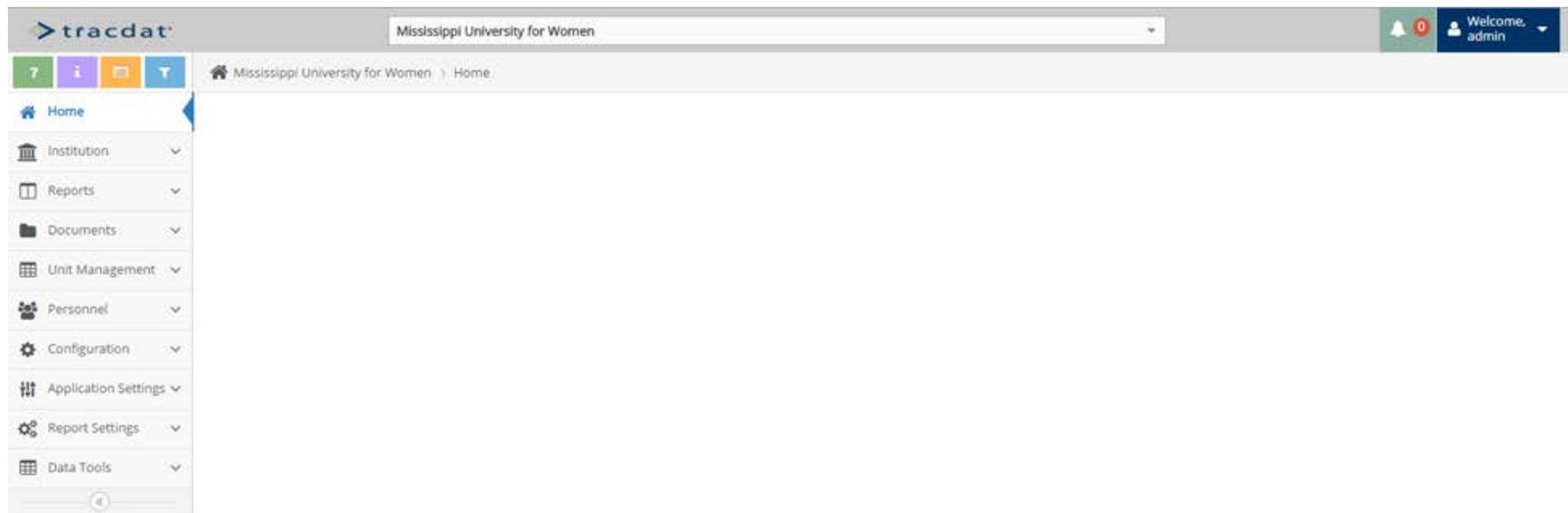
Go to <http://tracdat.muw.edu/tracdat/>

Add a bookmark to your browser for this site.

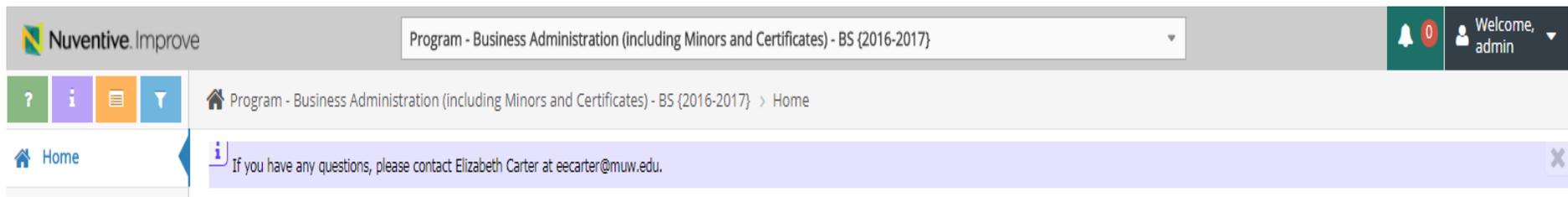
Log in screen:



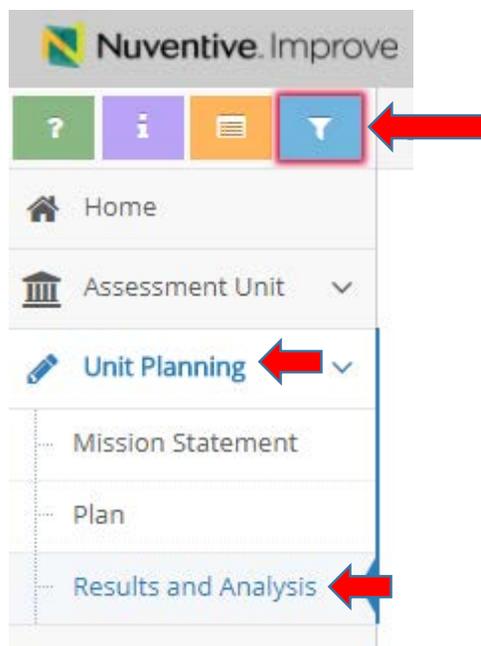
Once you log in, you will see a screen similar to this:



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



For **Follow-Up** statements, go to the "Unit Planning" tab and then select the "Results and Analysis" subtab.



At the top of the Tabs, select the Blue Square Icon with the Funnel on it **(See Above Image)**.

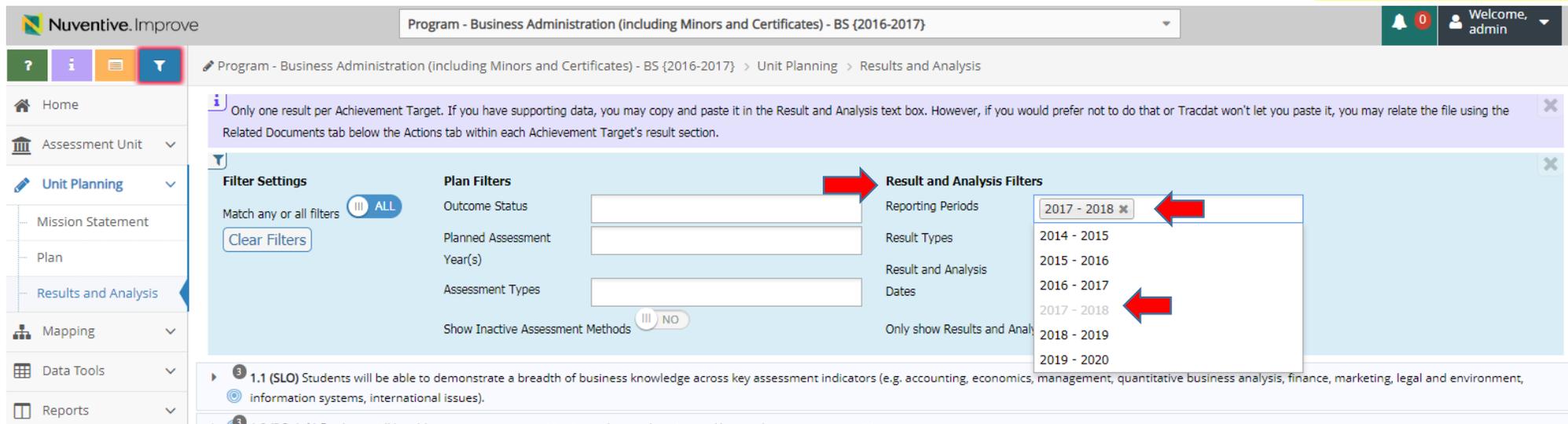
The Filter Settings screen will pop up above the results in the middle of the screen.

Under the BOLD "Result and Analysis Filters" heading, select in the "Reporting Periods" text box and select the **prior** Academic Year "XXXX-XXXX"

This will only show the Results for the **prior Academic Year**.

(See Example Image Below)

DISREGARD THE 2017-2018 YEAR IN THE IMAGE BELOW.

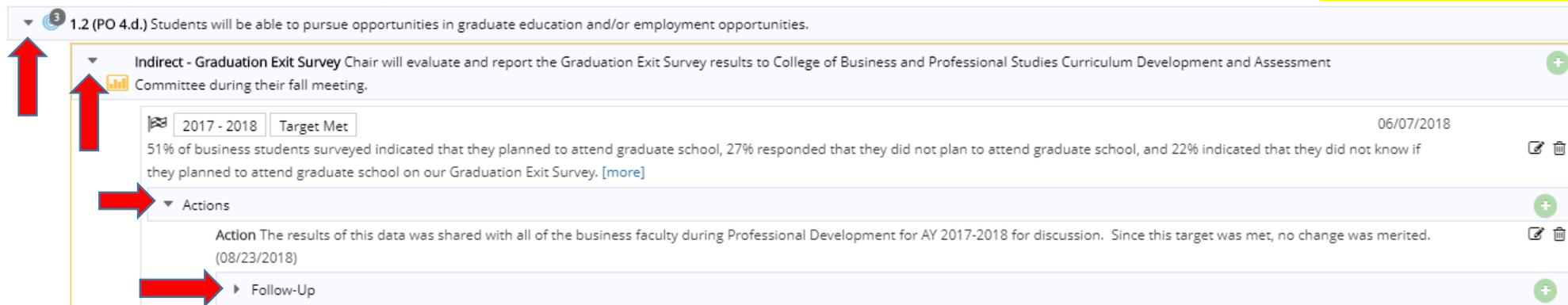


Once the filter is on, click the arrow to the left of the Outcomes, Assessment Method and Actions to expand the Results and Action Statements.

Just below the "Action," the "Follow-Up" box is listed. Click on the Green Plus button to the far right of the box.

(See Example Image Below)

DISREGARD THE 2017-2018 YEAR IN THE IMAGE BELOW.



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In the "Follow-Up/Reflection on Action Statement" text box, explain what actually occurred over the past year.

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

DISREGARD THE 2017-2018 YEAR IN THE IMAGE BELOW.

Program - Business Administration (including Minors and Certificates) - BS, BBA (2016-2017) > Unit Planning > Results and Analysis > Add Follow-Up/Reflection on Action Statement

 Save  Return

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

 1.2 (PO 4.d.) Students will be able to pursue opportunities in graduate education and/or employment opportunities.

Indirect - Graduation Exit Survey Chair will evaluate and report the Graduation Exit Survey results to College of Business and Professional Studies Curriculum Development and Assessment Committee during their fall meeting.

Achievement Target 40% of capstone students participating in the Graduation Exit Survey will state a career plan of attending graduate school.

Notes

 2017 - 2018 Target Met 06/07/2018

51% of business students surveyed indicated that they planned to attend graduate school, 27% responded that they did not plan to attend graduate school, and 22% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey.

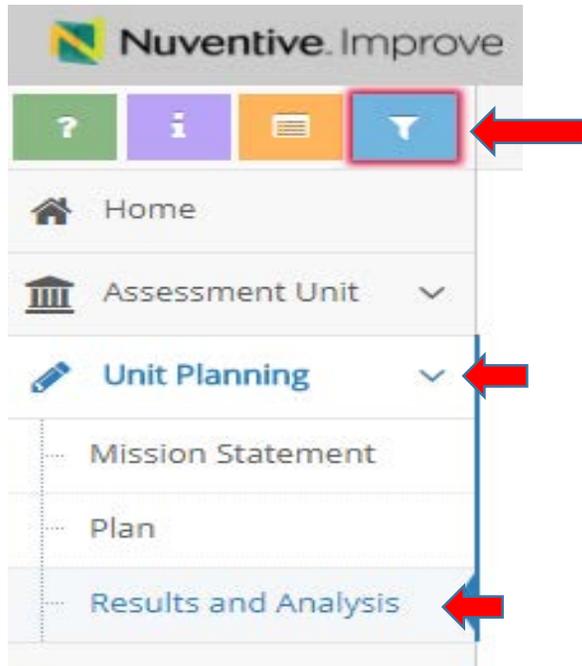
Action The results of this data was shared with all of the business faculty during Professional Development for AY 2017-2018 for discussion. Since this target was met, no change was merited. (08/23/2018)

* Follow-Up/Reflection on Action Statement Date 

* Follow-Up/Reflection on Action Statement 

Please complete a Follow-Up for each Result's Action Statement.

For **Results**, go to the "Unit Planning" tab and then select the "Results and Analysis" subtab.



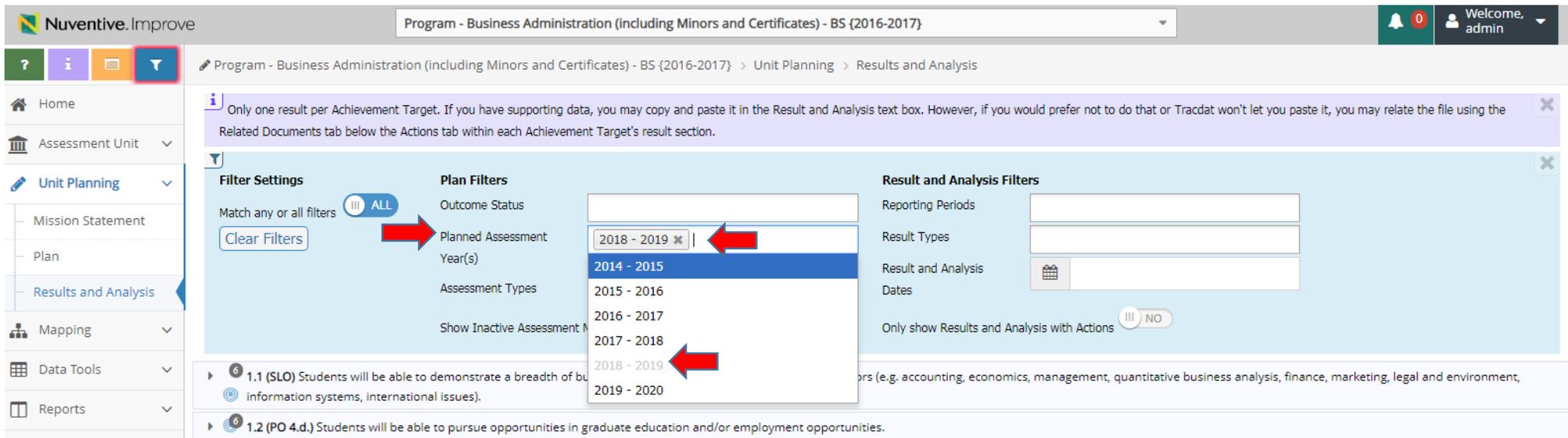
At the top of the Tabs, select the Blue Square Icon with the Funnel on it **(See Above Image)**.

The Filter Settings screen will pop up above the results in the middle of the screen.

Under the BOLD "Plan Filters" heading, select in the "Planned Assessment Year(s)" text box and select **this** Academic Year "XXXX-XXXX."

This will only show the Results for this Academic Year. **(See Image Below)**

DISREGARD THE 2018-2019 YEAR IN THE IMAGE BELOW.



Once the filter is on, click the arrow to the left of the Outcomes to expand the Assessment Methods.

Click on the Green Plus button to the far right of the Assessment Method box.

(See Image Below)

DISREGARD THE 2017-2018 YEAR IN THE IMAGES BELOW. YOUR'S WILL STATE THIS ACADEMIC YEAR!!

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Program - Business Administration (including Minors and Certificates) - BS (2016-2017)

Unit Planning > Results and Analysis

Only one result per Achievement Target. If you have supporting data, you may copy and paste it in the Result and Analysis text box. However, if you would prefer not to do that or Tracdat won't let you paste it, you may relate the file using the Related Documents tab below the Actions tab within each Achievement Target's result section.

Filter Settings
Match any or all filters **ALL**
Clear Filters

Plan Filters
Outcome Status
Planned Assessment Year(s) 2017 - 2018
Assessment Types
Show Inactive Assessment Methods **NO**

Result and Analysis Filters
Reporting Periods
Result Types
Result and Analysis Dates
Only show Results and Analysis with Actions **NO**

1.1 (SLO) Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).

1.2 (PO 4.d.) Students will be able to pursue opportunities in graduate education and/or employment opportunities.

Indirect - Graduation Exit Survey Chair will evaluate and report the Graduation Exit Survey results to College of Business and Professional Studies Curriculum Development and Assessment Committee during their fall meeting.

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

The Result and Analysis Date is defaulted to when you input your data - you don't have to change the date.

In the "Result and Analysis" text box, provide the necessary information for a reviewer to understand why the Achievement Target was Met, Not Met, or Inconclusive.

Select **this** Academic Year "XXXX-XXXX" for the "Reporting Period."

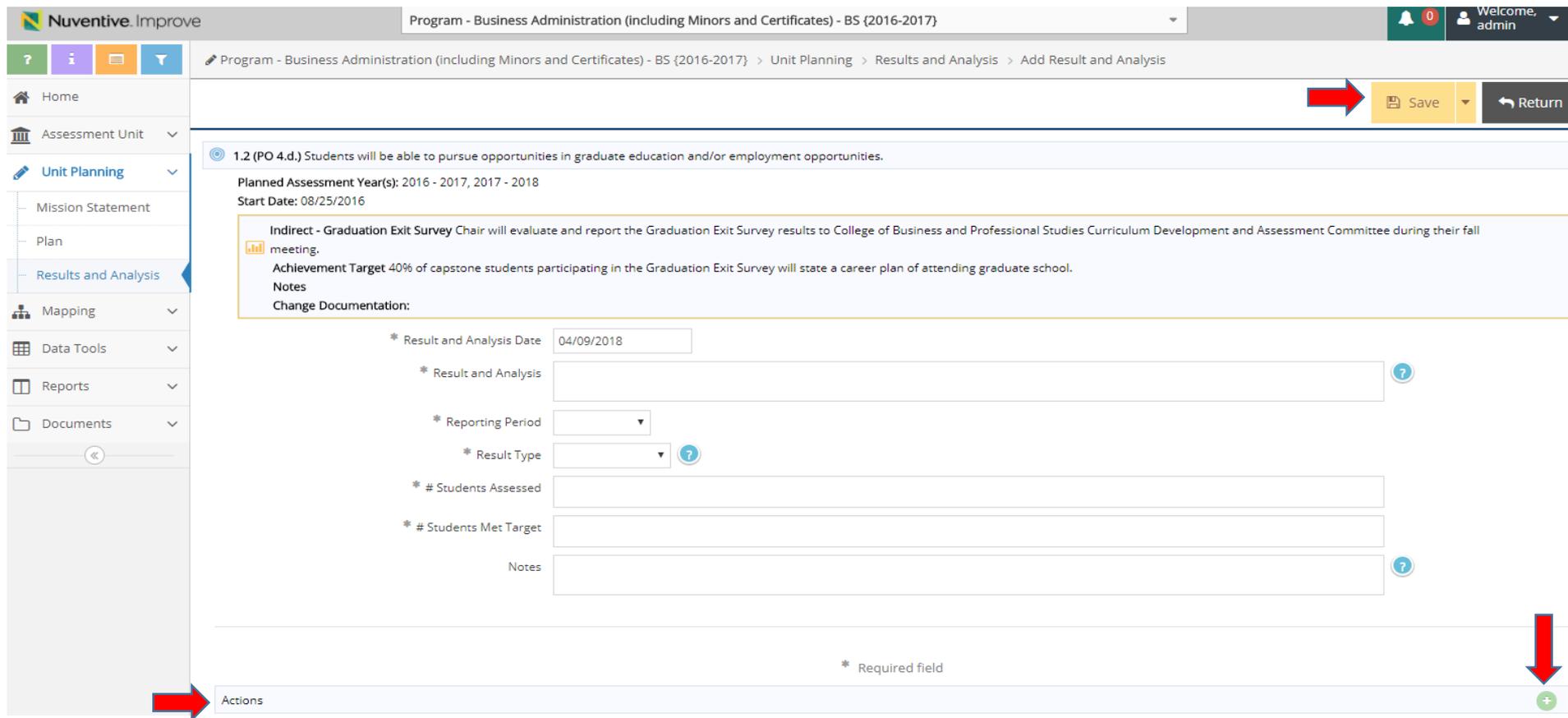
Select the appropriate "Result Type." *Only select Inconclusive if there was NO Data collected or if this is a Baseline year in a growth Achievement Target.*

Remember to provide the "Total Number of Students Assessed" and the "Total Number of Students that Met Target." - **This is REQUIRED**

If you have any special notes you wish to add, please feel free to use the "Notes" text box.

After you have finished, REMEMBER to click the "SAVE" button in the upper right-hand corner, AND to save time, **STAY on the page to complete the Action Statement.**

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For Actions...

After you have SAVED your results, select the Green Plus button at the far right of the "Actions" box toward the bottom of your screen (**See Image Above**).

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

In the "Action Date" text box, select the **first day Fall classes begin for the upcoming Academic Year**.

In the "Action" text box, please state what you hope to accomplish in the upcoming academic year knowing now if the Achievement Target was Met or Not Met or Inconclusive.

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If you have **ANY CHANGES** you want to make to the assessment plan regarding the Assessment Method or Achievement Target, please **STATE the CHANGE in the Action Statement**, so that your Department Chair and Dean understand what you think is appropriate for the next year, and they can either approve or disapprove the Change/Action.

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

The screenshot shows the Nuventive Improve software interface. At the top, there is a navigation bar with the program name "Program - Business Administration (including Minors and Certificates) - BS (2016-2017)" and a user profile "Welcome admin". Below this is a breadcrumb trail: "Program - Business Administration (including Minors and Certificates) - BS (2016-2017) > Unit Planning > Results and Analysis > Add Action". The left sidebar contains navigation options: Home, Assessment Unit, Unit Planning, Mission Statement, Plan, Results and Analysis, Mapping, Data Tools, and Reports. The main content area displays an action for "1.2 (PO 4.d) Students will be able to pursue opportunities in graduate education and/or employment opportunities." with details for "Indirect - Graduation Exit Survey", an achievement target of 40%, and a date of 04/09/2018. A form below the details includes fields for "Action Date (First Day of Fall Classes)" (08/23/2018) and "Action". Red arrows point to the "Save" and "Return" buttons in the top right, the "Action Date" field, and the "Action" text box.

For Supporting/Related Documentation...

When you hit "Return," you will be taken back to your "Results" page.

If you need to supply Supporting Documentation for your Results, go to the bottom of the screen until you see the "Related Documents" box (**See Image Below**).

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

Click on the Wrench Tool Icon to the far right of the "Related Documents" box.

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meeting.
Achievement Target 40% of capstone students participating in the Graduation Exit Survey will state a career plan of attending graduate school.
Notes
Change Documentation:

* Result and Analysis Date: 04/09/2018
* Result and Analysis: DEMO ONLY
* Reporting Period: 2017 - 2018
* Result Type: Inconclusive
* # Students Assessed: 10
* # Students Met Target: 10
Notes

* Required field

Actions

- Action 04/09/2018 DEMO ONLY
- Follow-Up
- Assignment

Related Documents

Once you click on the Wrench Tool Icon, your screen should be similar to the image below.

To add new documents, click on the Green Plus button to browse for files.

1.2 (PO 4.d.) Students will be able to pursue opportunities in graduate education and/or employment opportunities.

Indirect - Graduation Exit Survey Chair will evaluate and report the Graduation Exit Survey results to College of Business and Professional Studies Curriculum Development and Assessment Committee during their fall meeting.
Achievement Target 40% of capstone students participating in the Graduation Exit Survey will state a career plan of attending graduate school.
Notes

2017 - 2018 Inconclusive DEMO ONLY 04/09/2018

Document Repository

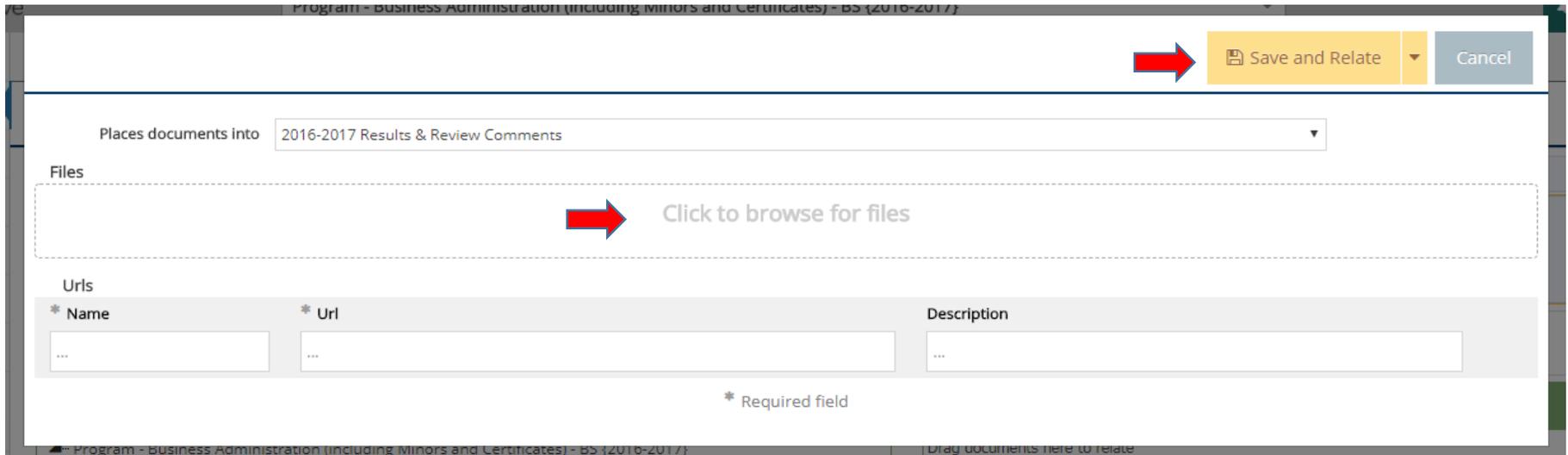
- Program - Business Administration (including Minors and Certificates) - BS (2016-2017)
 - 2016-2017 Results & Review Comments
 - General

Related Documents

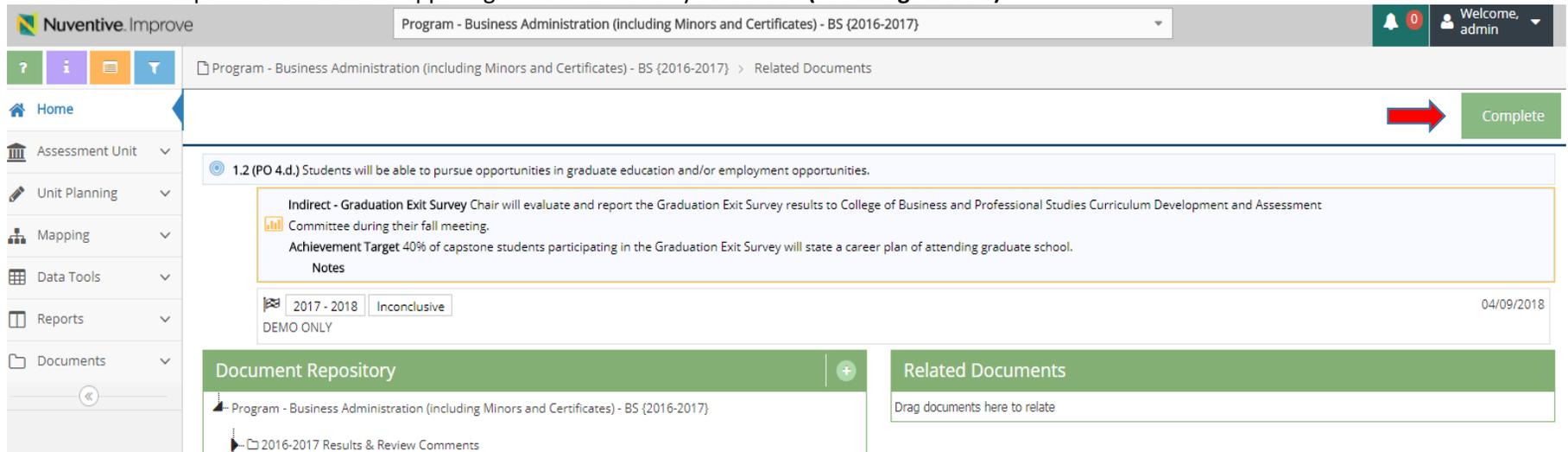
Drag documents here to relate

When you click on the Green Plus button, the pop-up box below will be displayed. Once you have selected your file, click "Save and Relate."

****Only select one file at a time! Save and Relate each file - Tracdat/Nuventive does NOT like multiple files!**



When you have uploaded and related all of the files necessary for that particular Result, click the "Complete" button in the upper right-hand corner of your screen (See Image Below).



When you hit "Complete," you will be taken back to your "Results" page.

Please remember to click the "Save" button first and then the "Return" button - just to be safe!

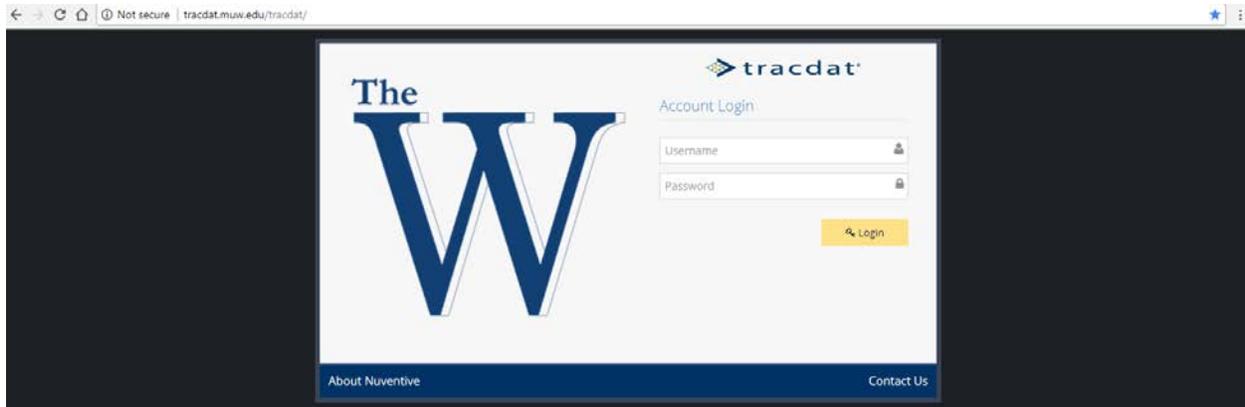
Please complete the Results, Action Statement and Related Documents for each Assessment Method's Achievement Target.

The following is the Deans' and Department Chairs' instructions for inputting Review Comments.

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After you have reviewed the assessment results report(s) attached in your email, please log into Tracdat using your **name portion of your email** as your **username** and, if you haven't changed your password, **muw123** as your **password**. If you have changed your password and have forgotten it, please let me know. I will be glad to reset it for you.

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



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

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

Once you select the proper assessment unit, your home page will look similar to the image above. To leave your review confirmation and comments, please select the "Assessment Unit" tab to the left of the screen. Then, select the "General Information" subtab. Your screen should be similar to the image below. You will also see an edit icon button (notepad and pen) to the far right of the screen. Please click on it to open the edit page to leave your review comments.

Program - Business Administration (including Minors and Certificates) - BAS (2016-2017)

Program - Business Administration (including Minors and Certificates) - BAS (2016-2017) > Assessment Unit > General Information

Mission Statement: The mission of the Bachelor of Applied Science in Business Administration program is to provide students holding an associate degree (A.A.S.) in an approved technical field the opportunity to progress toward a baccalaureate degree. Students are provided a solid foundation in core business knowledge while specializing in areas of interest through a range of concentrations and minors. The primary purpose is to prepare women and men to be effective decision-makers and leaders by providing knowledge and skills in critical thinking, problem solving, and effective communication.

Department: Business
CIP Code: 520201
Assessment Coordinator/POC: Mary Brock
Dean's Review Comments:
Department Chair's Review Comments:

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

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

The screenshot shows the Tracdat interface for editing general information for a program. The breadcrumb trail is: Program - Business Administration (including Minors and Certificates) - BAS (2016-2017) > Assessment Unit > General Information > Edit General Information. The form contains the following fields:

- Name: Program - Business Administration (including Minors and Certificates) - BAS (2016-2017)
- Mission Statement: The mission of the Bachelor of Applied Science in Business Administration program is to provide students holding an associate degree (A.A.S.) in an approved technical field the opportunity to progress toward a baccalaureate degree. Students are provided a solid foundation in core business knowledge while specializing in areas of interest through a range of concentrations and minors. The primary purpose is to prepare women and men to be effective decision-makers and leaders by providing knowledge and skills in critical thinking, problem solving, and effective communication.
- Department: Business
- CIP Code: 520201
- Assessment Coordinator/POC: Marry Brook
- Dean's Review Comments: (Empty text box)
- Department Chair's Review Comments: (Empty text box)

The 'Save' and 'Return' buttons are located in the top right corner of the form area. Blue arrows point to these buttons and to the 'Dean's Review Comments' and 'Department Chair's Review Comments' textboxes.

******** If you have any objections or concerns regarding any of the Action statements in a results report, please state them in your review comments. From there, I will work with the assessment coordinator for that unit to make any necessary edits; however, before any changes are made, I will contact you to gain final approval.