Guided by our vision, mission, and strategic plan, Kennesaw State University strives to continuously improve the quality of all aspects of the institution.[Assessment of Learning](https://cia.kennesaw.edu/assessment/assessment-of-learning.php) is the process by which faculty demonstrate a commitment to continuous improvement in student learning and student success. Ongoing and thoughtful assessment and reflection supports a culture of evidence and data-informed improvement.

For the AY 2022 report, programs will use this revised template, which includes:

* [Curriculum Map (recommended)](#Curriculum_Map)
* Diagram

  Description automatically generated[Student Learning Outcome 1](#Student_Learning_Outcome1)
* [Student Learning Outcome 2](#Student_Learning_Outcome2)
* [Student Success Outcome](#Student_Success_Outcome)
* Please note: Programs with *specialized accreditation* will continue to submit their most recent self-study in lieu of using the template.

The template incorporates questions to guide purposeful reflection and discussion at faculty meetings. The template may be modified to meet your program’s needs as long as the pertinent information is included and easily identified. For instance, the report may be written in the form of a study for future publication or conference presentation, if desired.

The [Assessment of Learning](https://cia.kennesaw.edu/assessment/assessment-of-learning.php) website provides additional resources to support your assessment efforts. Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions or you would like to schedule a consultation. Thank you for your commitment to continuous improvement at KSU.

**Cover Sheet**

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| **College:** |  |
| **Department:** |  |
| **Program:** |  |
| **Program Coordinator:** |  |
| **Assessment Coordinator** (if applicable): |  |

**Have the outcomes and/or measures changed from the previous year?**  Yes  No

*If the outcomes or measures will be modified for the following academic year, please contact the Assessment Office at* [*assessment@kennesaw.edu*](mailto:assessment@kennesaw.edu)*.*

**What challenges did your program encounter in collecting data and/or implementing strategies for improvement?**

*If applicable, please describe any challenges with data collection or the implementation of improvement strategies due to COVID-19, department changes, or other factors.*

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**Is the Full Report Due?** *Every 3 years (per the* [*Cohort Schedule*](https://cia.kennesaw.edu/assessment/assessment-of-learning.php)*), two additional report items are required for the full report: 1) a summary and interpretation of the last 3 years of assessment results, and 2) the strategies for improvement that will be implemented over the next 3-year period.*

*Based on the* [*Cohort Schedule*](https://cia.kennesaw.edu/assessment/assessment-of-learning.php)*, is the full report due for your program?*  Yes  No

If so, please complete the [Full Report Addendum](#Full_Report_Addendum) for each outcome. If not, the Full Report Addendum is not required.

Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions about your program’s cohort or the Cohort Schedule.

**Curriculum Map (recommended)**

A curriculum map is used to demonstrate how the courses in the program of study align with the program-level student learning outcomes (it shows the courses that introduce and/or reinforce each student learning outcome). If improvements are needed for a student learning outcome, the curriculum map can help identify where those improvements can be made. A curriculum map also helps programs prepare for curriculum change proposals and successful Academic Program Reviews. Therefore, it is recommended that programs include their curriculum map with their assessment reports. If we have a list of your approved program-level student learning outcomes on file, we will send that file to you with the instructions for the assessment report. If we do not have those on file, you may be able to find them stored with your program records. If you need assistance, please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu).

**PROGRAM-LEVEL STUDENT LEARNING OUTCOMES (SLOs): What are the program-level Student Learning Outcomes (SLOs) for your program?**

*Please list all SLOs for the program (At the end of the program, students will be able to…). All program-level SLOs are included in new program proposals and should be updated (as needed) with curriculum changes. Please highlight in yellow the two SLOs for which you are planning to measure and assess in your assessment report this year.*

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**CURRICULUM MAP: Which courses in your program align with each of your Student Learning Outcomes (SLOs)?**

*Using a table format (see example below), map each of the program-level SLOs to the courses in the program of study that include the SLO as part of the course curriculum (these are usually required courses).* *Include the number of SLOs and courses appropriate for your program.*  *Use an I (introduced) to indicate courses that introduce each SLO, a R (reinforced) for courses where the SLO is reinforced, and an A (assessed) for courses that include measures used to assess your 2-3 SLOs selected for continuous improvement (the measures included in your assessment report).* [*Click here for additional instructions and an example*](https://cia.kennesaw.edu/assessment/Curriculum%20Map.pdf)*.*

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| **Learning Outcomes** | **Courses** | | | | | | | | | |
|  | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **Course 5** | **Course 6** | **Course 7** | **Course 8** | **Course 9** | **Course 10** |
| SLO1 |  |  |  |  |  |  |  |  |  |  |
| SLO2 |  |  |  |  |  |  |  |  |  |  |
| SLO3 |  |  |  |  |  |  |  |  |  |  |
| SLO4 |  |  |  |  |  |  |  |  |  |  |
| SLO5 |  |  |  |  |  |  |  |  |  |  |
| SLO6 |  |  |  |  |  |  |  |  |  |  |
| SLO7 |  |  |  |  |  |  |  |  |  |  |
| SLO8 |  |  |  |  |  |  |  |  |  |  |
| SLO9 |  |  |  |  |  |  |  |  |  |  |
| SLO10 |  |  |  |  |  |  |  |  |  |  |
| SLO11 |  |  |  |  |  |  |  |  |  |  |

**Student Learning Outcome 1**

**STUDENT LEARNING OUTCOME: What will students know or be able to do upon completion of the program?**

*For continuous improvement, select a knowledge or skill area where students are struggling (there is a need for improvement). • Focus on one knowledge/skill area per outcome. • Use clear, concise language and action verbs (see Bloom’s Taxonomy). • Learning outcomes should align with the expected level of rigor for the course and degree.*

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**MEASURES: How is evidence of the outcome collected?**

*Two measures are required. Include at least one direct measure for each SLO. Direct measures include exam items, rubric items, internship or clinical supervisor ratings. Indirect measures: survey/focus group questions and self-assessments. • Measures may be quantitative or qualitative. • Include assignment descriptions and assessment instruments in the Appendix and label them clearly. • Course grades and passing rates are too holistic and not effective measures of student learning outcomes.*

**Measure 1 -** *What is the course name/number and time frame for data collection (i.e., Fall, Spring, Summer semesters)?*

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*How is the data obtained? • Identify the specific exam, rubric, or survey items that pertain to the learning outcome (i.e., Capstone Project Rubric - Items 3 and 7). • Describe the process for artifact sampling (i.e., all students sampled vs. a subset of students sampled using a sampling procedure).*

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*Is this measure direct or indirect?*  Direct  Indirect

*Are all assignment descriptions, exam items, and rubrics clearly labeled and included here or in the Appendix?* Yes  No

*If no, please explain.*

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**Measure 2 -** *What is the course name/number and time frame for data collection (i.e., Fall, Spring, Summer semesters)?*

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*How is the data obtained? • Identify the specific exam, rubric, or survey items that pertain to the learning outcome (i.e., Capstone Project Rubric - Items 3 and 7). • Describe the process for artifact sampling (i.e., all students sampled vs. a subset of students sampled using a sampling procedure).*

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*Is this measure direct or indirect?*  Direct  Indirect

*Are all assignment descriptions, exam items, and rubrics clearly labeled and included here or in the Appendix?* Yes  No

*If no, please explain.*

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**RESULTS: What are the results for each measure? What are the big “take-aways” from these results?**

*Summarize results for each measure using clear and succinct language. • For quantitative measures, use summary statistics (i.e., counts, means, and/or frequency distributions) and include graphs/tables, if applicable. • For qualitative measures, use lists, themes, and/or descriptive narratives, if applicable. • If applicable, list factors that may explain or contribute to these results. • Describe the process used to share and discuss assessment results among faculty.*

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**FORMATIVE ASSESSMENT: Are formative assessments used in the courses that introduce or reinforce the student learning outcome? If so, to what extent? What are some examples of formative assessments that have taken place? What was the impact on student learning?**

*Formative assessment involves monitoring student learning in real-time so that instructors may modify their teaching and students may improve their learning throughout the course and/or program. • For example, instructors may use test item analysis to see where students struggled the most and add a lecture/activity to address the area of concern. Other examples of classroom assessment techniques include the minute paper, muddiest point, concept map, and classroom opinion polls. • Please discuss the extent to which formative assessment is used in the courses that introduce or reinforce the student learning outcome (ex. percentage of instructors using formative assessment), provide some examples of these formative assessments, and discuss faculty perceptions of the effectiveness of these formative assessments.*

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**STATUS OF IMPROVEMENT STRATEGIES: What progress has been made on improvement strategies previously identified?**

*Please provide an update on the strategies for improvement identified in the last full report. • Identify any adjustments to the strategies or timelines if applicable. • If it is determined that there is no more room for improvement, please indicate changes that will be made to the next academic year’s Assessment Plan.*

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**Full Report Addendum (if required per the Cohort Schedule)**

Every 3 years (per the [Cohort Schedule](https://cia.kennesaw.edu/assessment/assessment-of-learning.php)), two additional report items are required for the full report: 1) a summary and interpretation of the last 3 years of assessment results, and 2) the strategies for improvement that will be implemented over the next 3-year period. Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions about your program’s cohort or the Cohort Schedule.

**INTERPRETATIONS AND TRENDS: What trends and/or improvements have been observed over the last 3 years?**

*Include a summary and interpretation of results over the last 3 years. • Comparative graphs help illustrate trends over time.*

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**STRATEGY FOR IMPROVEMENT: How do assessment results inform changes in teaching strategies and/or curriculum?**

**What strategy for improvement will be implemented during the next 3-year cycle?**

*Strategies should be specific and related to student learning (not just to the assessment process). • Include the general timeline for implementation, resources needed, and how potential barriers will be addressed. • Describe the process used to involve faculty in purposeful reflection about pedagogical changes and the planning of action steps. • Although not required, supplemental information may be included in the Appendix (i.e., mission statement, strategic plan, annual report, faculty meeting minutes, etc.).*

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**Student Learning Outcome 2**

**STUDENT LEARNING OUTCOME: What will students know or be able to do upon completion of the program?**

*For continuous improvement, select a critical knowledge or skill area where students are struggling (there is a need for improvement). • Focus on one knowledge/skill area per outcome. • Use clear, concise language and action verbs (see Bloom’s Taxonomy). • Learning outcomes should align with the expected level of rigor for the course and degree.*

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**MEASURES: How is evidence of the outcome collected?**

*Two measures are required. Include at least one direct measure for each SLO. Direct measures include exam items, rubric items, internship or clinical supervisor ratings. Indirect measures: survey/focus group questions and self-assessments. • Measures may be quantitative or qualitative. • Include assignment descriptions and assessment instruments in the Appendix and label them clearly. • Course grades and passing rates are too holistic and not effective measures of student learning outcomes.*

**Measure 1 -** *What is the course name/number and time frame for data collection (i.e., Fall, Spring, Summer semesters)?*

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*How is the data obtained? • Identify the specific exam, rubric, or survey items that pertain to the learning outcome (i.e., Capstone Project Rubric - Items 3 and 7). • Describe the process for artifact sampling (i.e., all students sampled vs. a subset of students sampled using a sampling procedure).*

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*Is this measure direct or indirect?*  Direct  Indirect

*Are all assignment descriptions, exam items, and rubrics clearly labeled and included here or in the Appendix?* Yes  No

*If no, please explain.*

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**Measure 2 -** *What is the course name/number and time frame for data collection (i.e., Fall, Spring, Summer semesters)?*

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*How is the data obtained? • Identify the specific exam, rubric, or survey items that pertain to the learning outcome (i.e., Capstone Project Rubric - Items 3 and 7). • Describe the process for artifact sampling (i.e., all students sampled vs. a subset of students sampled using a sampling procedure).*

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*Is this measure direct or indirect?*  Direct  Indirect

*Are all assignment descriptions, exam items, and rubrics clearly labeled and included here or in the Appendix?* Yes  No

*If no, please explain.*

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**RESULTS: What are the results for each measure? What are the big “take-aways” from these results?**

*Summarize results for each measure using clear and succinct language. • For quantitative measures, use summary statistics (i.e., counts, means, and/or frequency distributions) and include graphs/tables, if applicable. • For qualitative measures, use lists, themes, and/or descriptive narratives, if applicable. • If applicable, list factors that may explain or contribute to these results. • Describe the process used to share and discuss assessment results among faculty.*

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**FORMATIVE ASSESSMENT: Are formative assessments used in the courses that introduce or reinforce the student learning outcome? If so, to what extent? What are some examples of formative assessments that have taken place? What was the impact on student learning?**

*Formative assessment involves monitoring student learning in real-time so that instructors may modify their teaching and students may improve their learning throughout the course and/or program. • For example, instructors may use test item analyses to see where students struggled the most and add a lecture/activity to address areas of concern. Other examples of classroom assessment techniques include the minute paper, muddiest point, concept map, and classroom opinion polls. • Please discuss the extent to which formative assessment is used in the courses that address the student learning outcome (ex. percentage of instructors using formative assessment), provide some examples of these formative assessments, and discuss faculty perceptions of the effectiveness of these formative assessments.*

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**STATUS OF IMPROVEMENT STRATEGIES: What progress has been made on improvement strategies previously identified?**

*Please provide an update on the strategies for improvement identified in the last full report. • Identify any adjustments to the strategies or timelines if applicable. • If it is determined that there is no more room for improvement, please indicate changes that will be made to the next academic year’s Assessment Plan.*

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**Full Report Addendum (if required per the Cohort Schedule)**

Every 3 years (per the [Cohort Schedule](https://cia.kennesaw.edu/assessment/assessment-of-learning.php)), two additional report items are required for the full report: 1) a summary and interpretation of the last 3 years of assessment results, and 2) the strategies for improvement that will be implemented over the next 3-year period. Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions about your program’s cohort or the Cohort Schedule.

**INTERPRETATIONS AND TRENDS: What trends and/or improvements have been observed over the last 3 years?**

*Include a summary and interpretation of results over the last 3 years. • Comparative graphs help illustrate trends over time.*

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**STRATEGY FOR IMPROVEMENT: How do assessment results inform changes in teaching strategies and/or curriculum?**

**What strategy for improvement will be implemented during the next 3-year cycle?**

*Strategies should be specific and related to student learning (not just to the assessment process). • Include the general timeline for implementation, resources needed, and how potential barriers will be addressed. • Describe the process used to involve faculty in purposeful reflection about pedagogical changes and the planning of action steps. • Although not required, supplemental information may be included in the Appendix (i.e., mission statement, strategic plan, annual report, faculty meeting minutes, etc.).*

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**Student Success Outcome**

In line with KSU’s strategic priority related to student success, in 2021, undergraduate programs were asked to select graduation, retention, time to completion, or recruitment to focus on for continuous improvement. In 2022, all academic programs (undergraduate, graduate, and certificate programs) need to select a student success outcome.

**STUDENT SUCCESS OUTCOME: For your program, which area of student success has the greatest need for improvement?**

*When writing the outcome, use improvement language (i.e., Improve student retention, Increase graduation rate, Decrease time to completion, Increase enrollment/recruitment).*

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**MEASURES: How will student success measures be collected?** *For AY 2022, we are asking all programs to identify one student success measure that can be tracked over time and used to inform the program’s student success strategy (ex. course DFWI rates). Also, programs who developed their own student success measure last year (from a student survey, focus group, etc.) should report on that measure as well.*

**Measure 1**

*For AY 2021, undergraduate programs were asked to develop a measure that would help them understand their selected student success outcome (this was optional for graduate and certificate programs). • This measure should have been developed in fall 2021 and evidence of the measure should have been collected in spring 2022. • Describe this measure.*

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**Measure 2**

*Select a measure you will be able to track yearly and use to inform your student success strategy. • You may select a measure from the new METRICS dashboard, Institutional Research, or another institutional source. • Describe the measure and how it will inform your student success strategy.*

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**RESULTS: What were the AY 2022 results?**

*Summarize results for your measure(s) using clear and succinct language. • For quantitative measures, use summary statistics (i.e., counts, means, and/or frequency distributions) and include graphs/tables, if applicable. • For qualitative measures, use lists, themes, and/or descriptive narratives, if applicable.*

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**STATUS OF IMPROVEMENT STRATEGY: What progress has been made on your student success strategy?**

*Please provide an update on the student strategy implemented for your program. • Identify any adjustments to the strategies or timelines if applicable.*

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**Full Report Addendum (if required per the Cohort Schedule)**

Every 3 years (per the [Cohort Schedule](https://cia.kennesaw.edu/assessment/assessment-of-learning.php)), two additional report items are required for the full report: 1) a summary and interpretation of the results over the last 3 years, and 2) the strategies for improvement that will be implemented over the next 3-year period. Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions about your program’s cohort or the Cohort Schedule.

**INTERPRETATION: What are the big “take-aways” from the student success data?**

*Include a summary and interpretation of results over the last 3 years. • Comparative graphs help illustrate trends over time.*

*• If you used the First-Time Full-time Retention and Graduation Report from Institutional Research for baseline data, please include the report in the text box below or in the appendix. • List factors that may explain or contribute to your findings. • Describe the process used to share and discuss the student success data among faculty.*

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**STRATEGIES FOR IMPROVEMENT: What strategy for improvement will be implemented during the next 3-year cycle?**

*Strategies should be specific and related to student success (not just to the assessment process). • Include the general timeline for implementation, resources needed, and how potential barriers will be addressed. • Describe the process used to involve faculty in purposeful reflection about pedagogical changes and the planning of action steps. • Although not required, supplemental information may be included in the Appendix (i.e., mission statement, strategic plan, annual report, faculty meeting minutes, etc.).*

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**Appendix**

Please include all assessment measures in the Appendix (i.e., exam items, rubrics, internship/clinical supervisor evaluation, surveys, etc.). If applicable, also include any relevant aggregated results or other attachments (such as mission statement, meeting minutes, annual or strategic plan, etc.). Please label all measures, aggregated results, or other supplemental items clearly.

**Page Number**

**Student Learning Outcome 1**

Measure 1: [Document Name]

Measure 2: [Document Name]

Aggregated Results (if applicable): [Document Name]

Supplemental Items (if applicable): [Document Name]

**Student Learning Outcome 2**

Measure 1: [Document Name]

Measure 2: [Document Name]

Aggregated Results (if applicable): [Document Name]

Supplemental Items (if applicable): [Document Name]

**Student Success Outcome**

Measure 1: [Document Name]

Measure 2: [Document Name]

Supplemental Items (if applicable): [Document Name]