

## Basic Information



### Feedback on AY 2022 Assessment of Learning Report

Thank you for submitting the Assessment of Learning Report for your program. Your time and efforts are very much appreciated. Below you will find feedback on the report.

Only if requested, please make the changes noted the comment section(s) and resubmit the report to [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu).

The [Assessment of Learning 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.

Date of Review:

Assessment Office Reviewer:

College:

Name of Program (naming convention example: B.S. in Health Science):

Based on the [Cohort Schedule](#), was the "Full Report Addendum" due for this program?

For additional information about cohorts, see the following:

[Cohort List - All Colleges](#)

[Cohort List - Coles College of Business](#)

[Cohort List - Radow College of Humanities and Social Sciences](#)

Yes

No

### Description of Scale:

- **Meets expectations (3):** Criterion is evident; sufficient detail or explanation provided.
- **Can be improved with suggested revisions (2):** Suggestions have been provided for improving future reports.
- **Missing or needs major revision (1):** Resubmission required to address missing information.
- **N/A or missing but optional (not scored):** Not applicable, not required based on the Cohort Schedule, or missing but optional to include in the report.

### Block 6

Curriculum Map (recommended):

	Yes	No
1. All of the SLOs are listed for the program.	<input type="radio"/>	<input type="radio"/>
2. The curriculum map clearly aligns SLOs with the courses in the program.	<input type="radio"/>	<input type="radio"/>

Comments about Curriculum Map:

## Outcomes

### Student Learning Outcomes (SLOs):

For the student learning outcomes selected for continuous improvement, please use the scoring rubric below.

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
1. Each SLO clearly articulates the knowledge and/or skills students will demonstrate upon program completion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Each SLO is observable and measurable (described using action verbs; see Bloom's Taxonomy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Each SLO is discrete and specific (focuses on only one main knowledge or skill area).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The outcomes selected for continuous improvement appear to be knowledge or skill areas with which students struggle or critical areas for the program (a need for improvement).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Each SLO aligns with the expected level of rigor for the major or degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the Student Success Outcome (SSO), is the program focusing on graduation rate, retention rate, time-to-completion, or recruitment?

- Graduation Rate
- Retention Rate
- Graduation and Retention Rates
- Time-to-Completion
- Enrollment / Recruitment

### Comments about Outcomes:



## Measures

Measures:

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
1. Two measures for each SLO have been identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Course name/number and data collection timeframe (e.g., Fall, Spring, Summer) are specified for each SLO.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At least one direct measure is used for each SLO (e.g., exam items, rubric items, internship evaluation items, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There is clear alignment between each outcome and its measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Measures are sufficiently granular to assess only the outcome of interest (i.e., rubric or exam <u>items</u> as opposed to course grades or overall final exam/project scores).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Assignment descriptions (i.e., description of project, paper, or presentation, etc.) are provided (if applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Assessment instruments (i.e., exam items, rubrics, internship evaluation, surveys) are provided. The individual items that align with the outcome are clearly identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Rubrics are well defined (with specific criteria, appropriate rating scale, and clear descriptors defining performance levels).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. For the SSO (enrollment, retention, time-to-completion, or graduation rate), one measure is reported from an institutional source (ex. METRICS dashboard, Institutional Research, internal program records).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
10. For the SSO (enrollment, retention, time-to-completion, or graduation rate), a second measure is reported. Required for all programs for AY 2022.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Measures:

**Results**

Results:

For results from measures of student learning and student success, please use the scoring rubric below.

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
1. Results for each measure are summarized using clear and succinct language. The big "take-aways" from the results are described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. For quantitative measures, summary statistics (i.e., percentages, means, and/or frequency distributions) are provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. For qualitative measures, lists, themes, and/or descriptive narratives are provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Results are presented in a clear and efficient manner. (Tables or graphs are optional, but helpful.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Analyses are sufficiently granular to determine specific areas for improvement in student learning or student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
6. The process for sharing and discussing assessment results among faculty is described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. If results are missing for an outcome, an explanation is provided, along with a plan to collect data the following academic year (if applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. If it is determined that there is no more room for improvement, the intention to revise the next year's Assessment Plan is indicated (if applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Examples of formative assessment are provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The impact of formative assessment on student learning is discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Results:

**Interpretation and Strategies**

Interpretation and Trends

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
1. A clear and succinct summary of results over the last 3 years is provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Interpretations clearly align with the outcome and assessment results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Trends (including any improvements) in student learning are verified with data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
4. Trends (including any improvements) in student success are verified with data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Comparative graphs or tables help illustrate trends over time (optional, but very helpful).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Interpretation and Trends:

Strategies for Improvement

	Meets expectations (3)	Can be improved with suggested revisions (2)	Missing or needs major revision (1)	N/A or missing but optional
1. Strategies for improvement are described clearly with sufficient detail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Strategies relate to the outcome, not just to the assessment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Strategies for improvement align with the interpretations and trends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. It is evident that faculty were involved in purposeful reflection about pedagogical changes/student success and the planning of action steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Strategies include the timeline for implementation, resources needed, and how potential barriers will be addressed (optional). (MKL: Should this be optional, or should it be removed?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Status of strategies are actionable, evident, executed, and are being implemented. (MKL Addition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Strategies for Improvement:

## General

Please see the overall rating below.

Exemplary: exceeds requirements; includes several optional components and/or detail above and beyond what is required

Accomplished: all or most criteria are evident; meets expectations and requirements; suggestions are provided for future reports (most reports will fall into this category)

Developing: does not meet requirements in a few critical areas; resubmission may be required

Beginning: many critical components missing or in need of major revision; resubmission required

Is a resubmission required?

Yes. Please make the requested changes and resubmit the report to [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu).

No. Please implement feedback or suggestions in future reports.

General comments:

Thank you again for completing the Assessment of Learning Report. The [Assessment of Learning 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.