College: COAS	Department/Program: CSD

I. Clearly Stated Programmatic Student Learning Outcomes (SLO's)

	Exemplary 3	Acceptable 2	Developing 1	Score
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	3
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	3
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	3
Recommendations	In the next report, please clarify the difference between SLOs (c) and (d)			

II. Alignment with IPFW Baccalaureate Framework

	Exemplary 3	Acceptable 2	Developing 1	Score
IPFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program-Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework	Generally defined student-centered Program-Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework	Program-Level SLO's are aligned to some foundation areas of the IPFW Baccalaureate Framework	2
Recommendations	This discussion is missing. In future reports, as per the new senate document (pg. 7, IV.b), include a discussion of how SLOs align with BF. One concern that is evident, even without the discussion, is that stated SLOs indicate CSD is committed to giving students depth of knowledge in the field but not the breadth of knowledge/skills appropriate to a liberal arts degree (even though CSD's commitment to the latter is clear throughout the discussion of assessment measures).			

III. Student Learning Outcomes Mapped to Planned Learning Experiences for Academic Program (Curricular Map)

	Exemplary 3	Acceptable 2	Developing 1	Score
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	
Recommendations	Can't find curricular map.			

IV. Systematic Method for Measuring Progress Toward Accomplishment of SLO – Part 1

	Exemplary 3	Acceptable 2	Developing 1	Score
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	1
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	1
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	2
Recommendations	Assessment measures were linked to general education outcomes but not to SLOs. In future reports, assessment measures need to be rewritten to link them with SLOs.			

IV. Systematic Method for Measuring Progress Toward Accomplishment of SLO – Part 2

	Exemplary 3	Acceptable 2	Developing 1	Score
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	3
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	2
Recommendations	Chair indicates CSD 42000 papers are randomly selected and reviewed by several people, but commentary about reliability of other measures is absent. Some discussion of reliability should be added to future reports.			

V. Reporting Results - Communication

	Exemplary 3	Acceptable 2	Developing 1	Score
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	1
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results	Limited or no iterations of prior results are provided	2
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	2
Recommendations	Future reports should include more information about who interpreted the results and about how results are linked to SLOs.			

VI. Reporting Results – Stakeholder Involvement

	Exemplary 3	Acceptable 2	Developing 1	Score
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	1
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	1
Recommendations	This element was not addressed. In future reports, please provide information about how assessment results are shared among faculty and stakeholders.			