

**NON-ACCREDITED PROGRAM**

**GRADUATE ASSESSMENT REPORT TEMPLATE**

**College: College of IS&T** **Department/School: Scorpions**

**Program: AAC Import** **Degree Level: BS**

**Academic Year of Report:** 2021-2022  **Date Range of Reported Data: Spring 2018-Fall 2019**

**Person Preparing the Report:** Team Scorpions

1. **Degree Program & Common Graduate Student Learning Outcomes (SLOs)**
2. List degree program SLOs. For each, SLO, indicate the highest cognitive level and Common Graduate Program SLO it represents. To accommodate more than four SLOs, add rows as needed. The Common Graduate SLOs for master’s programs (adopted 2/2017) are listed below.

Students shall demonstrate at the graduate level:

1. Mastery of discipline content

2. Proficiency in analyzing, evaluating and synthesizing information

3. Effective oral and written communication

4. Knowledge of discipline’s ethics and standards

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| --- | --- | --- |
| **Student Learning Outcomes** | **Bloom’s Taxonomy**  **Cognitive Level**  *(check highest level*  *represented in the SLO)* | **Common Graduate**  **Program SLOs**  *(check as many as necessary)* |
| **SLO 1:** This application was developed by Declan Johnson | Knowledge  Analysis  Comprehension  Synthesis  Application  Evaluation | 1  3  2  4  Not applicable for SLO |
| **SLO 2:** As well as Grant McCarty | Knowledge  Analysis  Comprehension  Synthesis  Application  Evaluation | 1  3  2  4  Not applicable for SLO |
| **SLO 3:** Also developed by Christian Reza | Knowledge  Analysis  Comprehension  Synthesis  Application  Evaluation | 1  3  2  4  Not applicable for SLO |
| **SLO 4:** Along with Uladzimir Lahvinovich | Knowledge  Analysis  Comprehension  Synthesis  Application  Evaluation | 1  3  2  4  Not applicable for SLO |

1. SLOs reflect professional standards as dictated by an accreditation or other external body. Yes  No
2. Describe how stakeholders are involved in the creation and/or review of SLOs as well as how SLOs are communicated to stakeholders.

**II. Assessment Methods**

A. Complete a table for each SLO. If an SLO is assessed by more than one measure, complete tables for each measure. Duplicate the table as needed to accommodate the number of measures. Attach copies of rubrics.

|  |  |
| --- | --- |
| **SLO 1:** | |
| 1. **Title of the Measure: test measure for SLO 1** | |
| 1. **Describe How the Measure Aligns to the SLO** this is a desc | |
| 1. **Domain** *Check all that apply* | Examination ☐Product ☐Performance |
| 1. **Type** | Direct Measure Indirect Measure |
| 1. **Point in Program Assessment is Administered** | In final term of program ☐ In final year of program  Where does the assessment occur: |
| 1. **Population Measured** | All students ☐Sample of students - Describe below |
| 1. **Frequency of Data Collection** | Once/semester Once/year ☐Other - Describe below |
| 1. **Proficiency Threshold** | *Describe: test threshold* |
| 1. **Program Proficiency Target** | *Describe: test target* |
|  | |
| **SLO 2:** | |
| 1. **Title of the Measure: second measure** | |
| 1. **Describe How the Measure Aligns to the SLO** second desc for a measure, this is a desc, none of these check boxes even work. | |
| 1. **Domain** *Check all that apply* | ☐ Examination ☐Product ☐Performance |
| 1. **Type** | ☐ Direct Measure ☐ Indirect Measure |
| 1. **Point in Program Assessment is Administered** | ☐ In final term of program ☐ In final year of program  Where does the assessment occur: |
| 1. **Population Measured** | ☐ All students ☐ Sample of students - Describe below |
| 1. **Frequency of Data Collection** | ☐ Once/semester ☐ Once/year ☐ Other - Describe below |
| 1. **Proficiency Threshold** | *Describe: test threshold for the second SLO* |
| 1. **Program Proficiency Target** | *Describe: test target for the second SLO* |

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| **SLO 3:** | |
| 1. **Title of the Measure: third measure** | |
| 1. **Describe How the Measure Aligns to the SLO** Tapirs eat 75 pounds of food per day! | |
| 1. **Domain** *Check all that apply* | ☐ Examination ☐Product ☐Performance |
| 1. **Type** | ☐ Direct Measure ☐ Indirect Measure |
| 1. **Point in Program Assessment is Administered** | ☐ In final term of program ☐ In final year of program  Where does the assessment occur: |
| 1. **Population Measured** | ☐ All students ☐ Sample of students - Describe below |
| 1. **Frequency of Data Collection** | ☐ Once/semester ☐ Once/year ☐ Other - Describe below |
| 1. **Proficiency Threshold** | *Describe: Tapirs are the largest mammal in South America* |
| 1. **Program Proficiency Target** | *Describe: There are four species of Tapir* |
|  | |
| **SLO 4:** | |
| 1. **Title of the Measure: fourth measure** | |
| 1. **Describe How the Measure Aligns to the SLO** Tapirs are often called Living Fossils | |
| 1. **Domain** *Check all that apply* | ☐ Examination ☐Product ☐Performance |
| 1. **Type** | ☐ Direct Measure ☐ Indirect Measure |
| 1. **Point in Program Assessment is Administered** | ☐ In final term of program ☐ In final year of program  Where does the assessment occur: |
| 1. **Population Measured** | ☐ All students ☐ Sample of students - Describe below |
| 1. **Frequency of Data Collection** | ☐ Once/semester ☐ Once/year ☐ Other - Describe below |
| 1. **Proficiency Threshold** | *Describe: The Tapir's closest Relatives Are Rhinos and Horses* |
| 1. **Program Proficiency Target** | *Describe: Tapirs have a Prehensile Nose* |

B. Describe any indirect measures or additional data the program uses to complement the direct measures of SLOs.

**III. Data Collection and Analysis**

A. Results Table – Report results for each SLO. If an SLO was assessed by multiple measures, report data for each measure. Add rows as needed to accommodate the number of SLOs and measures.

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| --- | --- | --- | --- |
|  | **Data Collection**  **Date Range** | **Number of Students Assessed** | **Percentage of Students who Met/ Exceeded Threshold Proficiency** |
| **SLO 1 – Measure one** | *2010* | 1 | *10%* |
| **SLO 1 – Measure two**  *(if applicable)* | *2010* | 1 | *10%* |
| **SLO 2 – Measure one** | *2012* | 2 | *20%* |
| **SLO 2 – Measure two**  *(if applicable)* | *2012* | 2 | *20%* |
| **SLO 3 – Measure one** | *2013* | 3 | *30%* |
| **SLO 3 – Measure two**  *(if applicable)* | *2013* | 3 | *30%* |
| **SLO 4 – Measure one** | *2014* | 4 | *40%* |
| **SLO 4 – Measure two**  *(if applicable)* | *2014* | 4 | *40%* |

1. SLO Status Table – Based on the results reported in the above table and referring to the program proficiency target, indicate the current status of program SLOs as Met, Partially Met, Not Met, or Unknown. Add rows as needed to accommodate additional SLOs.

|  |  |
| --- | --- |
| SLO 1 | Met  Partially Met  Not Met  Unknown |
| SLO 2 | Met  Partially Met  Not Met  Unknown |
| SLO 3 | Met  Partially Met  Not Met  Unknown |
| SLO 4 | Met  Partially Met  Not Met  Unknown |

C. Describe how results are communicated within the program. Address each SLO.

**IV. Decisions and Actions**

Briefly describe specific decisions and actions related to each SLO. Include who (e.g., program faculty, a faculty committee, etc.) made the decision, when the decision was made (e.g., faculty retreat, faculty meeting, etc.), what data informed the decision, and a timeline for actions taken or to be taken. Add rows as needed to accommodate additional SLOs.

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| --- | --- |
| **SLO 1** | That long snout isn't just for looks. It's actually prehensile, meaning it's made to wrap around and grab things. Tapirs use their noses to grab fruit, leaves, and other food. For food that may seem out of reach, the creature can stretch its nose way up, wrap around the morsel and pull it down to eat. |
| **SLO 2** | Tapirs take to the water to find additional forage. They not only swim well; they can also walk underwater, moving at a good clip along a lake bottom if needed. When alarmed, a tapir can even hide underwater and use its snout like a snorkel. |
| **SLO 3** | Often called the "gardeners of the forest," tapirs play an important role in dispersing seeds. They require a large range for foraging, and when they eat fruits and berries in one area and travel to the next, they take those seeds with them in their digestive tract and disperse them as they defecate. This helps boost the genetic diversity of plants in the forest. And because tapirs are large animals — South America's largest land mammal — they move a lot of seeds. |
| **SLO 4** | Tapirs are among the most primitive mammals on Earth, having changed very little over the past 20 million years or so. The first fossil evidence of tapirs dates back to the Early Oligocene Epoch. |

**V.** **Additional Information**

**OPTONAL:** Provide additional information that may be helpful to reviewers.