Report: Evaluation of Assessment Inventories AY2013-2014

March 2, 2015

Review Team:
Dr. Celine Cabading, SNHS
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Dr. Maika Vuki, CNAS

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To: Dr. Anita Borja Enriquez, Senior Vice President

Via: Dee Leon Guerrero, Director of Assessment dlg 3/6/15

From: Celine Cabading, Cheryl Sangueza, Maika Vuki (Review Team for Evaluation of Assessment Inventories AY 2013-2014)

Date: 3/2/2015

Subject: **Evaluation of Assessment Inventories AY2013-2014**

The final report for the Evaluation of Assessment Inventories for the AY2013-2014 is provided. There were a total 33 program that submitted their assessment inventory either through TracDat or the UAC template. From these programs, a total of 67 PLO's were assessed.

The Review Team adopted the lens of an outside reviewer to address their task to:

1. Provide a review and feedback for all AY2013-2014 assessment inventories submitted by programs.
2. Identify some exemplars of well developed assessment reports and methods.

Completed products submitted to you are:
1. The rubric to assess each PLO.
2. The feedback for each program provided for each PLO that was assessed.
3. Overall Feedback Summary based upon all the inventories that were reviewed. The summary highlights the general area of weaknesses and the possible improvements to strengthen the assessment of PLOs in the future.
4. Overall summary of scores.
5. Minutes of each meeting.

We anticipate programs to be given their individual feed back (item #2 above) plus copies of items # 1, 3, and 4)

In developing the rubric the review team aimed to capture the best approach to assessment of learning outcomes at UOG. The rubric should be simple and easy to use.

The Review Team referred to several sources and in particular the WASC rubric for assessment of Programs, Arizona State University Assessment Plan/Report Feedback, and the TracDat Template. The final rubric has 6 categories: Submission Status, PLOs, Means of Assessment or Goals of Assessment Method, Benchmark, Results, Actions and Follow Up. Under the six categories there are 2-4 subcategories that address specific areas.

While the UAC template was used by 57% of the programs for their submission, the Review Team feels that the template does not adequately address all the assessment components that are necessary to critically evaluate learning outcomes. Therefore, it was impossible to capture the essence of the programs assessment activities for those that used the UAC template. Hence one of our recommendations is to adopt the TracDat as the template for all future submissions or revise the UAC template to be consistent with the TracDat submission.

One weakness encountered in the TracDat template is the lack of description on the assessment plan. While this may be inferred from the overall assessment report, it would be more useful to include a section on assessment plan in the TracDat system. Otherwise it can be submitted as a related document.

The rubric utilizes a numeric score. This score provides an overall ranking of the PLO assessed. The total points gained under each category are normalized by dividing by the number of subcategories. The total from all categories was also treated in the same way but here it was normalized by the total number of categories, i.e. six. These numbers are clearly stated under the score section in the table together with the overall score as the Final Rating.

The summary comments of the Reviewers are carried under the Notes section of the table.

A clear statement on the PLO was fundamental in this review exercise since a meaningful assessment could only be achieved when properly aligned to the PLO. The alignment of PLO to ILO was also deemed necessary by the Review Team to provide a clear link from SLO to PLO then to ILO. Since most of the TRacDat submissions used the four column report, the ILO statement was therefore excluded. We are proposing the inclusion of ILO statement in the future submissions, meaning generating a five column report through TracDat.

Overall the evaluation of assessment results at UOG is still at the ranking of **Initial** stage. The Review Team has made some overall statements as to how these could be improved in the future. However, it would be imperative for each program to critically evaluate their respective feedback and address areas of weakness.

A number of programs have clearly shown great initiative through a well developed assessment plan and the engagement of most of the program faculty. These should serve as a model for UOG and these programs should be recognized. Although no program achieved the **Highly Developed** in the Final Ranking, the following programs have shown a strong standing in the **Developing** stage:

1. Clinical Psychology
2. Anthropology
3. Chemistry
4. Psychology
5. Political Sciences

One notable observation from this review exercise is the number of programs that did not submit any inventory at all. We propose that programs be given "no submission status" for the particular year concerned. This should to be reflected in the UAC input for that particular program's Self Study report. However, UAC may wish to provide some measures to improve the compliance rate.

Finally, we would like to thank you and the SVP for providing us the opportunity to undertake such a review exercise. We all learned and gained tremendously.

Should there be any questions pertaining to this report, we will be happy to assist.

Sincerely,

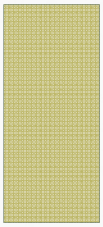
Celine Cabading 3/4/15

Cheryl Sangueza

Maika Vuki 3/4/15

EVALUATION OF ASSESSMENT INVENTORIES

DRS
CELINE CABADING, CHERYL SANGUEZA AND MAIKA VUKI



OUR TASK

(DOCUMENT 1)

- Evaluate all assessment inventories for one academic year (AY 13-14)
- Evaluate each section in the assessment inventory template
- Evaluate program assessment plan as expressed through the alignment and flow between each section in the assessment inventory template

- Provide feedback to programs
- Identify 2-3 exemplars

**** We adopted the lens of an outside reviewer to complete our task.***

(12.12.14 minutes)

SUBMISSION SUMMARY

- 33 programs submitted
- 67 PLO's reviewed
- 57% of those submitted used the UAC template

OUR MEETINGS

- December 5, 2014 11:45 – 12;30
- December 12, 2014 1:04 – 2:20
- December 17, 2014 1:00 – 2:20
- December 19, 2014 11:15 – this one ran long
- January 05, 2015 10:00 – 11:30
- January 09, 2015 10:00 – 12:12
- January 19, 2015 1:00 – 2:15 (yes, this was a holiday)
- January 21, 2015 1:00 – 3:00
- February 02, 2015 11:00 – 12:12
- February 09, 2015 11:00 – 12:55
- February 16, 2015 11:00 – 12:42
- February 25, 2015 11:00 – 12:30

*** individual reflections and the assessment of the submissions were done prior to above meeting times*

TO COMPLETE OUR EVALUATION, WE:

1] Created a Rubric *(Doc 2a, 2b, 2c)*

- Reviewed other rubrics
- Used WASC as a lens
- Considered UOG goals
- Considered rubric and assessment language
- Thought ultimately what would an assessor want to know from reviewing a submission
- Thought how can programs use feedback to improve
- Used TracDat template as our frame

6 categories that directly align with the TracDat template
2-4 subcategories in each of the 6 categories
Let's look at the PLO Category…

AND WE:

2] Created A Scoring Template *(Doc 3)*

- Blind review with each Reviewer conducting his/her own assessment while filling out this scoring template
- Then we met to review scores.
- When scores differed, discussion followed until we came to a consensus.

3] Compiled a final rubric feedback for each program.

- Calibrated score and compiled notes

4] Compiled an anecdotal overall findings for each category *(Doc 4)*

OUR PROCESS IN A NUTSHELL

- CREATED A RUBRIC
- PILOTED, CALIBRATED, AND MODIFIED RUBRIC (2x)
  - Discussed issues with language, rater consistency, refined "what do we want to know"
- ASSESSED BATCH 1 (~ 10 programs)
  - Calibrated scores, confirmed notes, refined understanding of rubric
- ASSESSED BATCH 2 (~ 10 programs)
  - Calibrated scores and notes
- ASSESSED BATCH 3 (~ 10 programs)
  - Calibrated scores and notes
- CALCULATED SCORES, COMPILED OVERVIEW OF FINDINGS.

SCORING SCALE			
SCALE	**Initial 1**	**Developing 2**	**Highly Developed 3**
Range	**0-1.99**	**2 – 2.99**	**3 and up**

Final rubric scores lie primarily in the Initial and Developing stages

FOUR RECOMMENDATIONS

BASED ON OUR EXPERIENCE IN COMPLETING THIS TASK

-1-
UAC TEMPLATE VS TRACDAT

While the UAC template was used by 57% of those who submitted, the Review Team feels that the template does not adequately address all the assessment components that are necessary to critically evaluate learning outcomes.

Recommendation:

Adopt the TracDat as the template for all future submissions or revise the UAC template to be consistent with the TracDat submission.

-2-
WHAT TRACDAT DOES NOT CAPTURE

Missing in the TracDat template is the opportunity to articulate a description of the assessment plan.

Recommendation:

While a plan may be inferred from the overall assessment report, it would be advantageous to include a section on assessment plan in the TracDat system. This brief would contextualize the elements in the template.

-3-
WRITTEN PLO'S

A clear PLO statement was fundamental in this review exercise. A meaningful evaluation could only be achieved when elements aligned to a well written PLO. Otherwise, the evaluation was simply a review of each element independent of its relationship to the PLO.

Recommendation:

Professional development on writing PLOs.

-4-
ALIGNMENT BETWEEN PLO AND ILO

Missing in the TracDat template is the opportunity to articulate the alignment of PLO to ILO.

Recommendation:

The inclusion of an alignment between PLO and ILO in the future submissions,

OVERALL EVALUATION

The overall evaluation of Assessment Inventory Submissions suggests that submissions are primarily at the **Initial** stage.

As seen in the Overall Findings for Each Category Document (doc 4), the Review Team has offered recommendations for improvement.

It is imperative for each program to critically evaluate their respective feedback and address areas of weakness.

EXEMPLARS

A number of programs have shown initiative through a well developed assessment plan and the engagement of multiple program faculty.

Although no program achieved **Highly Developed** in the Final Ranking, the following programs have shown a strong standing in the **Developing** stage:

1. Clinical Psychology
2. Anthropology
3. Chemistry
4. Psychology
5. Political Sciences

THANK YOU!!

A sincere thank you to SVP Dr. Anita Borja-Enriquez and Deborah Leon Guerrero for providing us the opportunity to undertake such a review exercise. This was an amazing learning experience!

Assessment Inventory Rubric

Program: _____

Year assessed:
PLO _____/_____
Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes
Submission Status A. Timeliness B. Quality of completion C. Document template	A. Document submitted late. B. Document is incomplete OR completed with non-cohesive information C. Document completed in the UAC template.	A. Document submitted on time. B. Document may be missing minor information elements, but is otherwise complete. C. Document completed in TracDat.	A. Document consistently submitted on time (at least 2 times in a row) B. Document is complete. C. Document completed using most updated TracDat format with related links.	
PLO A. PLO identified B. Alignment of PLO to Program Statement C. Alignment of PLO to ILO.	A. PLO not identified or is identified, but are too broad and lacks clarity. PLO's language resembles a course learning outcome. B. No evident alignment between PLO and Program Mission Statement. (ex: no Program Mission statement to align to) C. No evident alignment between PLO and ILO.	A. PLO identified and articulates competencies with an action verb that clearly demonstrates the skill or behavior to be observed and measured. B. Implied or loose alignment to Program Mission Statement. C. Implied or loose alignment to ILO.	A. PLO identified and articulates competencies with an action verb that clearly demonstrates the skill or behavior to be observed and measured AND PLO's language is indicative of an end of program learning outcome. B. Clear alignment between PLO and Program Mission Statement. C. Clear alignment between PLO and ILO.	

	Initial (1)	Developing (2)	Highly Developed (3)	Notes
Means of Assessment or Goals of Assessment A. Assessment tool. B. Description/Quality of assessment tool (appropriateness of data tool, variability of tool) C. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program) [BEFORE IMPLEMENTING ASSESSMENT] D. Faculty participation/collaboration/engagement	A. Assessment tool not identified B. No clear description of assessment tool and/or does not assess PLO. C. No clear assessment plan or assessment plan does not align with PLO. The assessment plan is stated but not complete or realistic. D. One faculty or one course assessing the PLO.	A. Assessment tool is identified. B. Assessment tool assess PLO at some level. C. Assessment plan aligns with PLO, but plan missing some details. Assessment plan is articulated with some details. D. Evidence of faculty collaboration are present.	A. More than 1 assessment tool identified. B. Assessment tool assess PLO comprehensively. C. Assessment plan deliberately aligns with PLO and goals for program assessment conveys insightful plans to improve quality of student learning, retention, program efficiency. D. Faculty collaboration is strongly evident (ex: multiple faculty across different time points in program).	
Benchmarks A. Clearly stated B. Justification of benchmark met or not met	A. No benchmark B. The assessment just reported data without any criteria identified.	A. Benchmark is present, but needs refining (clarity, level) B. Some justification for Benchmark present (ex: benchmarks not met repeatedly with no explanation, or met	A. Benchmark is clearly stated and appropriate. B. Justification clearly articulates purpose and description is explicitly offered on how the results of	

		and no explanation of what will do next).	assessment activities will be used to modify and improve learning outcomes.	

	Initial (1)	Developing (2)	Highly Developed (3)	
Results A. Raw data reported B. Summarizes the results (related links) C. Analysis of data	A. Few to no raw data are reported. B. Summary of findings are not reported C. No analysis of data OR analysis are not supported by the data	A. Raw data are generally reported from most assessment activities B. Summary of findings are reported on some outcomes. C. Some analysis of data is provided.	A. Raw data are reported on all assessment activities B. Summary of findings on all outcomes are reported with comparing/ contrasting of findings from multiple measures. C. Clearly developed and well thought out analyses are reported and supported by the data.	
Actions and Follow up A. Actions identified B. Alignment with the analysis and quality of follow up *C.* Evidence of improvement *in program*	A. No action to change or maintain program outcomes is identified. B. No clear follow up action from the analysis of data. C. No evidence of improvement is reported.	A. Action/s to maintain or change the majority of outcomes is reported. B. Present data have influenced some actions to change or maintain program outcomes. C. Evidence of improvement is reported on some learning outcomes.	A. Action/s to maintain or change the majority of outcomes is extensively described. All actions reflect the thoughtful use of the analyses. B. Strong evidence that present data have influenced detail, meaningful, programmatic changes. C. Strong evidence of improvement is reported in all learning outcomes.	

Assessment Inventory Rubric

Program:

Year assessed: 2013-2014
PLO ___ of _____
Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status						
a. Timeliness						
b. Quality of completion						
c. Document template						
PLO						
a. PLO identified						
b. Alignment of PLO to Program Statement						
c. Alignment of PLO to ILO.						
Means of Assessment or Goals of Assessment						
a. Assessment tool.						
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)						
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)						
d. Faculty participation/ collaboration/engagement						
Benchmarks						
a. Clearly stated						
b. Justification						
Results						
a. Raw data reported						
b. Summarizes the results						
c. Analysis of data						
Actions and Follow up						
a. Actions identified						
b. Alignment with the analysis and quality of follow up						
c. Evidence of improvement						
				Final Rating:		

Assessment Inventory Rubric
Overall Feedback Summary

Year assessed: 2013-2014

Submission Status	Common Strengths	Common Weaknesses	How to Improve
a. a. Timeliness **b.** Quality of completion **c.** Document template	Many completed of all four columns in a clear and cohesive manner and on time.	If information given was not grounded in a PLO, quality was low. The most common incomplete document was having results but no action. UAC format does not capture needed data. All attachments should be easily accessed. Links to websites should not be included.	Clear alignment between PLO and rest of template information. Fill out all relevant sections of the TracDat table Complete TracDat 5 column with relative links.
PLO	**Common Strengths**	**Common Weaknesses**	**How to Improve**
a. PLO identified **b.** Alignment of PLO to Program Statement **c.** Alignment of PLO to ILO.	Many PLOs were developed and clearly stated. Some very clear connection between PLO and Program Statement. Related links provided additional descriptions	PLOs were too general Program statement missing to align with PLO or no clear alignment Lack of alignment of PLO to ILO Too many PLO's identified, but only one/few truly assessed.	Write brief and properly articulated PLO's that overtly align to your program statement. Reference which ILO the PLO addresses. Report ONLY the PLO that is assessed. Number of PLO assessed must be realistic.
Means of Assessment or Goals of Assessment	**Common Strengths**	**Common Weaknesses**	**How to Improve**
a. Assessment tool. **b.** Description/Quality of assessment tool (appropriateness of data tool, variability of tool) **c.** Assessment Plan (ex: alignment with PLO, multiple tools at different times in program) d. Faculty participation/ collaboration/engagement	Assessment tools were listed. Some level of description was often written. Some units were overt about multiple faculty participation. Units clearly assessed PLO at multiple course and time points throughout the program.	Description of tool (to assess how it aligns with PLO) was sparse. Assessment Plan had to be inferred vs overt. Often a PLO was only assessed by one faculty member and/or one course. Several PLO's assessed with only one tool. UAC template does not clearly ask for a PLO.	Write brief description of how assessment tool assess PLO in tool description. Make assessment plan overt. Articulate how multiple faculty across different time points in program are involved with assessing any individual PLO.
Benchmarks	**Common Strengths**	**Common Weaknesses**	**How to Improve**
a. Clearly stated **b.** Justification of benchmark	Benchmarks were offered by all units who submitted via TracDat	Many benchmarks were not clear with percentage reference (ex: 80% of	Write a benchmark that describes what is your scale for improvement

met or not met	Some units offered a justification of benchmarks met or not met. Some units gave a clear report in related links.	class will improve vs 80% of class will earn an 85% or above…) Justification of benchmark itself was grossly missing. Lack of specificity in benchmark. In the UAC template, benchmarks are not captured.	and justify why you chose your scale. Explanation as to why benchmark was met or not met should be evidence based and stem from reflections about course and program design.
Results	**Common Strengths**	**Common Weaknesses**	**How to Improve**
a. Raw data reported **b.** Summarizes the results **c.** Analysis of data	In template, many units gave a summary of the data. Clear reports were added in related links.	Raw data were rarely reported. Many summaries and analysis were superficial. Some results were present but not aligned with identified tools. Some have too many results in progress.	Give raw data, and a summary and analysis of that data that brings out information relative to improvements you need to make to address PLO.
Actions and Follow up	**Common Strengths**	**Common Weaknesses**	**How to Improve**
a. Actions identified **b.** Alignment with the analysis and quality of follow up **c.** Evidence of improvement IN PROGRAM	Actions were often shared. There was some alignment between analysis and follow up. Some programs demonstrated changes in program (curriculum and in delivery method) based on data summaries.	Actions sometimes did not align with improving PLO benchmark. Actions had nothing to do with data or PLO. Actions were missing if PLO were met. Evidence of improvement in program was rarely addressed. Some proposed improvement were too board and missing specific actions.	Write clear actions with data to support that action. Even if PLO is met, identify and explain what are your next steps. Articulate evidence of improvement in PROGRAM.

Overall Suggestion:
Use the 5 column TracDat with pertinent related links.

Make sure your PLO is an appropriately written PLO (not too vague, is a learning outcome indicative a PROGRAM learning outcome).

Fill out template so someone outside your program clearly understands:
1] How your PLO aligns to your program statement and ILO.
2] How your assessment tools assesses progress in the PLO (via brief but descriptive tool description and benchmark) throughout your program.
3] How you have designed/made changes that align with the analysis of your data.
4] University to consider another section in TracDat where the assessment plan is included.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1					**OVERALL SUMMARY OF SCORES**										
2															
3					**ASSESSMENT INVENTORIES AY2013-2014**										
4									**FINAL RATING SCORE FOR EACH PLO**						
5		**COLLEGE**	**Number of P**	**PROGRAM**	**Udergrad/Grad**	**Template**	**Total PLO**	**PLO#1**	**PLO#2**	**PLO#3**	**PLO#4**	**PLO#5**	**PLO#6**	**PLO#7**	
6															
7		**CLASS**	10	Fine Arts	UG	Tracdat	7	1.75	1.22	1.61	1.85	1.42	1.93	1.35	
8				Political Sciences	UG	Tracdat	4	1.94	2.10	2.01	2.01				
9				English	UG	Tracdat	3	2.08	1.88	1.42					
10				Sociology	UG	Tracdat	3	1.98	1.62	1.43					
11				Anthropology	UG	Tracdat	2	2.43	2.29						
12				Communication	UG	Tracdat	2	1.82	1.69						
13				History	UG	Tracdat	1	1.72							
14				Psychology	UG	Tracdat	1	2.12							
15				Clinical Psychology	G	Tracdat	3	2.67	2.40	2.50					
16				Micronesian Studies	G	Tracdat	2	1.62	1.67						
17							**28**								
18		**SBPA**	5	Accounting	UG	UAC	1	0.83							
19				Business Administratior	UG	UAC	1	1.53							
20				Criminal Justice	UG	UAC	1	1.48							
21				PMBA	G	UAC	1	1.25							
22				MPA	G	UAC	1	1.17							
23							**5**								
24		**SOE**	11	Elementary Education	UG	UAC	1	1.14							
25				Special Education	UG	UAC	1	1.18							
26				Physical Education	UG	UAC	1	1.06							
27				Secondary Education	UG	UAC	1	1.36							
28				TESOL	G	UAC	1	1.36							
29				MEd Sec Ed.	G	UAC	1	1.06							
30				MEd Special Ed.	G	UAC	1	1.14							
31				MEd Reading	G	UAC	1	1.14							
32				Med Admin/Supervisior	G	UAC	1	1.21							
33				MA Teaching	G	UAC	1	1.29							
34				MA Counselling	G	UAC	1	1.14							
35							**11**								
36		**CNAS**	3	Consumer Family Scier	UG	Tracdat	6	1.42	1.42	1.33	1.29	1.33	1.38		
37				Chemistry	UG	Tracdat	1	2.27							
38				Math	UG	UAC	2	1.33	1.33						
39							**9**								
40		**SNHS**	2	Health Science	UG	UAC	5	1.69	1.47	1.59	1.54	1.36			
41				Nursing	UG	UAC	2	1.28	1.28						
42							**7**								
43		**EMSS**	2	Residence Hall	UG/G	Tracdat	4	1.68	1.63	1.57	1.22				
44				Trio	UG/G	Other	3	1.56	1.57	1.49					
45							**7**								
46		**Total**	**33**				**67**								
47															
48															

Assessment Inventory Rubric

Program: Clinical Psychology (G)

Year assessed: 2013-2014

PLO _1__ of ___3

Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status					8/3= 2.67	**Developing**
a. Timeliness		**x**				
b. Quality of completion			**x**			
c. Document template			**x**			
PLO				missing ILO	7/3= 2.33	**Developing**
a. PLO identified			**x**			
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment				assessed PLO in 7 competencies	10/4= 2.5	**Developing**
a. Assessment tool.		**x**				
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)			**x**			
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)			**x**			
d. Faculty participation/ collaboration/engagement		**x**				
Benchmarks				Needs further description on how benchmark will be used.	5/2= 2.5	**Developing**
a. Clearly stated			**x**			
b. Justification		**x**				
Results				See links for specific results.	9/3= 3	**Highly Developed**
a. Raw data reported			**x**			
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up					9/3= 3	**Highly Developed**
a. Actions identified			**x**			
b. Alignment with the analysis and quality of follow up			**x**			
c. Evidence of improvement			**x**			
				Final Rating:	16/6= 2.67	**Developing**

Assessment Inventory Rubric

Program: Clinical Psychology (G)

Year assessed: 2013-2014

PLO _2__ of ___3

Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status					8/3= 2.67	**Developing**
a. Timeliness		**x**				
b. Quality of completion			**x**			
c. Document template			**x**			
PLO				missing ILO	7/3= 2.33	**Developing**
a. PLO identified			**x**			
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment				Assessment description needs to be more specific in its PLO alignment.	7/4= 1.75	**Initial**
a. Assessment tool.		**x**				
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		**x**				
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)		**x**				
d. Faculty participation/ collaboration/engagement	**x**					
Benchmarks					5/3= 1.67	**Initial**
a. Clearly stated			**x**			
b. Justification		**x**				
Results					9/3= 3	**Highly Developed**
a. Raw data reported			**x**			
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up					9/3= 3	**Highly Developed**
a. Actions identified			**x**			
b. Alignment with the analysis and quality of follow up			**x**			
c. Evidence of improvement			**x**			
				Final Rating:	14.42/6= 2.40	**Developing**

Assessment Inventory Rubric

Program: Clinical Psychology (G)

Year assessed: 2013-2014

PLO _3__ of ___3

Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status				Missing comparative data of results. No links.	7/3= 2.33	**Developing**
a. Timeliness		**x**				
b. Quality of completion			**x**			
c. Document template		**x**				
PLO				missing ILO	7/3= 2.33	**Developing**
a. PLO identified			**x**			
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment					10/4= 2.5	**Developing**
a. Assessment tool.		**x**				
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		**x**				
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)			**x**			
d. Faculty participation/ collaboration/engagement			**x**			
Benchmarks					5/2= 2.5	**Developing**
a. Clearly stated			**x**			
b. Justification		**x**				
Results					7/3= 2.33	**Developing**
a. Raw data reported	**x**					
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up					9/3= 3	**Highly Developed**
a. Actions identified			**x**			
b. Alignment with the analysis and quality of follow up			**x**			
c. Evidence of improvement			**x**			
				Final Rating:	14.99/6=2.50	**Developing**

PLO Assessment Report - 4 Column

University of Guam

Program (CLASS) - GR Clinical Psychology

Mission Statement or Program Description: The Master of Science in Clinical Psychology is based on the scientist-practitioner model and is designed to provide students with comprehensive knowledge and skills to practice clinical psychology and conduct mental health research in Guam and the Micronesian region. The program will emphasize the social, cultural and political contexts of research, theory, and practice in clinical psychology and encourage students to develop professional skills that are responsive to the unique multicultural communities in this region.

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Program (CLASS) - GR Clinical Psychology - Application of clinical theories and case conceptualization - Students shall demonstrate competence in the application of a variety of clinical theories in the conceptualization of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region. **Year(s) to be Assessed:** AY 13-14 **Start Date:** 01/22/2014 **End Date:** 05/23/2014 **Outcome Status:** Active	**Assessment Tool Description:** Clinical supervisor's evaluation of practicum student performance on seven competency domains, including the application of clinical theory to case formulation and conceptualization. Supervisors rate student competencies on a Likert scale ranging from 1 (poor) - 7 (exceptional). **Assessment Tool:** Employer/Industry Survey **Benchmark:** 80% of students will score above average (i.e., receive a score of 5 or higher out of 7 on each competency domain) **Related Documents:** 2014 SLO Assessment Report	06/09/2014 - All students (100%) scored above average (5 or higher out of 7) on Competency Domain 2: Competence in the application of existential-humanistic theories to case formulation and conceptualization. The mean rating was 6.1 out of 7. **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Spring	08/20/2014 - Continue to emphasize clinical theory and its application to case formulation and conceptualization in both the clinical intervention classes (PY641, PY642, PY643, PY644) and the practicum classes (PY692A, PY692B, PY692C, PY692D) through: (1) assignment of extensive and comprehensive readings on clinical theory; (2) emphasis on understanding clinical theory in both lectures and discussions; and (3) opportunities to practice applying clinical theory to case formulation and conceptualization.
		06/09/2014 - All students (100%) scored above average (5 or higher out of 7) on Competency Domain 2: Competence in the application of existential-humanistic theories to case formulation and conceptualization. The mean rating was 6.1 out of 7. **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Throughout the Year	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Program (CLASS) - GR Clinical Psychology - Conduct therapeutic interventions - Students shall demonstrate competence in conducting a variety of therapeutic interventions in the treatment of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region. **Year(s) to be Assessed:** AY 13-14 **Start Date:** 01/22/2014 **End Date:** 05/23/2014 **Outcome Status:** Active	**Assessment Tool Description:** Clinical supervisor's evaluation of practicum student performance on seven competency domains, including the application of clinical interventions in the treatment of a wide range of mental disorders. Supervisors rate student competencies on a Likert scale ranging from 1 (poor) - 7 (exceptional). **Assessment Tool:** Employer/Industry Survey **Benchmark:** 80% of students will score above average (i.e., receive a score of 5 or higher out of 7 on each competency domain). **Related Documents:** 2014 SLO Assessment Report	06/09/2014 - All students (100%) scored above average (5 or higher out of 7) on Competency Domain 1: Skill in the use of various techniques associated with existential and humanistic interventions. The mean rating was 5.9 out of 7. All students (100%) scored above average (5 or higher out of 7) on Competency Domain 4: Competence in the application of existential-humanistic interventions with diverse populations. The mean rating was 6.1 out of 7. 75% of students scored above average (5 or higher out of 7) on Competency Domain 3: Competence in the application of existential-humanistic interventions in the treatment of a wide range of mental disorders. The mean rating was 5.4 out of 7. **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Spring	08/20/2014 - Benchmark was met for 2 of 3 relevant Competency Domains. However, only 75% of students scored above average (5 or higher out of 7) on Competency Domain 3: Competence in the application of existential-humanistic interventions in the treatment of a wide range of mental disorders. To address this relative weakness, revisions will be made to the MSCP Program as follows: • All current MSCP students will receive opportunities to apply existential-humanistic interventions with additional clients presenting with a wider range of mental disorders through PY698a/b Internship in Clinical Psychology I and II in AY2014/15. • Greater emphasis will be placed on the application of existential-humanistic interventions to a wide range of specific mental disorders (e.g., the empty chair technique for use in treating personality disorders) when PY692d Graduate Practicum in Clinical Psychology IV is taught again in Spring 2016.
		06/09/2014 - All students (100%) scored above average (5 or higher out of 7) on Competency Domain 1: Skill in the use of various techniques associated with existential and humanistic interventions. The mean rating was 5.9 out of 7. All students (100%) scored above average (5 or	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		higher out of 7) on Competency Domain 4: Competence in the application of existential-humanistic interventions with diverse populations. The mean rating was 6.1 out of 7. 75% of students scored above average (5 or higher out of 7) on Competency Domain 3: Competence in the application of existential-humanistic interventions in the treatment of a wide range of mental disorders. The mean rating was 5.4 out of 7. **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Throughout the Year	
Program (CLASS) - GR Clinical Psychology - Conduct clinical research - Students shall demonstrate competence in conducting clinical research examining mental health issues in the multicultural communities of Guam, Micronesia, and the Asia Pacific region. **Year(s) to be Assessed:** AY 13-14 AY 14-15 **Start Date:** 08/20/2014 **End Date:** 05/22/2015 **Outcome Status:** Active	**Assessment Tool Description:** Each MSCP student is required to conduct an empirical Master's thesis in order to demonstrate their competence in conducting clinical research. Master's theses include a written thesis and an oral thesis defense, both of which are rigorously evaluated by a committee including one MSCP faculty chair and two committee members, at least one of whom is from outside the MSCP Program. **Assessment Tool:** Project **Benchmark:** Student theses must be passed by all three members of their thesis committee and approved by the Assistant Vice President for Graduate Studies, Research and Sponsored Programs.	08/20/2014 - Since the MSCP Program began in 2008, a total of 15 MSCP students have successfully defended an empirical Master's thesis. **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Throughout the Year	08/20/2014 - • Support MSCP students to propose their Master's thesis within their first year in the program to ensure timely completion of Master's thesis research. • To ensure high quality clinical research, reduce number of students per cohort so that each MSCP faculty member supervises no more than 3 student theses per cohort.

Assessment Inventory Rubric

Program: Anthropology (UG)

Year assessed: 2013-2014

PLO _1__ of ___2

Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status					7/3= 2.33	**Developing**
a. Timeliness		**x**				
b. Quality of completion		**x**				
c. Document template			**x**			
PLO				missing ILO	6/3= 2	**Developing**
a. PLO identified		**x**				
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment				assessment plan is clear	9/4= 2.25	**Developing**
a. Assessment tool.		**x**				
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)			**x**			
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)			**x**			
d. Faculty participation/ collaboration/engagement	**x**					
Benchmarks				please clarify the meaning of "75%"	4/2= 2	**Developing**
a. Clearly stated		**x**				
b. Justification		**x**				
Results				with an assessment report provided in the link.	9/3= 3	**Highly Developed**
a. Raw data reported			**x**			
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up					9/3= 3	**Highly Developed**
a. Actions identified			**x**			
b. Alignment with the analysis and quality of follow up			**x**			
c. Evidence of improvement			**x**			
				Final Rating:	14.58/6= 2.43	**Developing**

Assessment Inventory Rubric
Program: Anthropology (UG)

Year assessed: 2013-2014
PLO _2__ of ___2
Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status				missing action and follow up	6/3= 2	**Developing**
a. Timeliness		**x**				
b. Quality of completion	**x**					
c. Document template			**x**			
PLO				missing ILO	6/3= 2	**Developing**
a. PLO identified		**x**				
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment					7/4= 1.75	**Initial**
a. Assessment tool.		**x**				
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		**x**				
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)		**x**				
d. Faculty participation/ collaboration/engagement	**x**					
Benchmarks				Benchmark needs refining. Needs a clear justification for benchmarks not met.	4/2= 2	**Developing**
a. Clearly stated		**x**				
b. Justification		**x**				
Results					9/3= 3	**Highly Developed**
a. Raw data reported			**x**			
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up				Demonstrated some clear direction of the assessment process; however, actions are not clearly presented in the follow up section.	3/3= 1	**Initial**
a. Actions identified	**x**					
b. Alignment with the analysis and quality of follow up	**x**					
c. Evidence of improvement	**x**					
				Final Rating:	11.75/6 = 1.95	**Initial**

PLO Assessment Report - 4 Column

University of Guam

Program (CLASS) - UG Anthropology

Mission Statement or Program Description: The program is focused onthe study of culture change, and the biological and cultural history and adaptations of indigenous Pacific populations. Faculty members are presently engaged in research in archaeology, biological anthropology, cultural anthropology, cultural change, and biomedical anthropology.

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Program (CLASS) - UG Anthropology - Anthropology 1 - Understand the current issues and debates in the subfields of anthropology. **Year(s) to be Assessed:** AY 11-12 AY 12-13 AY 13-14 **Start Date:** 01/21/2012 **End Date:** 12/31/2014 **Outcome Status:** Active	**Assessment Tool Description:** AN101 Assessments **Assessment Tool:** Pre/Post Test **Benchmark:** 75% **Related Documents:** AN101 Assessment Benchmark AN101 Assessment Chart AN101 Assessment Report AN101 Assessment Chart AN101 Midterm AN101 Pre/Post Test	09/30/2014 - 80% **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Spring **Related Documents:** FARRER_ASSESSMENT_REPORT_AN101.SP13.pdf	09/30/2015 - I am satisfied with this result as it shows an overall improvement from 36% to 80% and meets the benchmark set. Hence next year I will assess a different PLO.
Program (CLASS) - UG Anthropology - Anthropology 2 - Utilize the concept of culture as a fundamental organizing concept of anthropology. **Year(s) to be Assessed:** AY 12-13 AY 13-14 AY 14-15 **Start Date:** 08/15/2012 **End Date:** 01/15/2015 **Outcome Status:** Active	**Assessment Tool Description:** In this assessment I considered if the students were integrating the complexity of the peoples and cultures of the Pacific in a wide general vision of the area, or if, to the contrary, they were getting a partial or fragmented vision of the area. The assignment proposed for the Spring 2014 focused mainly in a concrete culture in the Pacific selected previously by the students. In this case some students might pass the course knowing in depth one area, but ignoring the rest of the Pacific cultures. **Assessment Tool:** Pre/Post Test **Benchmark:** 20% improvement	09/24/2014 - As a result I confirmed that there was a low integrative knowledge on the cultural area. Names of cultures of the Pacific generally increased, but they did mostly on the area that the student has previously prepared for the assignment 1 (ASSIGMENT 1: Class Presentations and portfolio. Students will present different peoples from Polynesia, Melanesia and Micronesia. (Units 6, 7, 9, 10, 12, and 13)), or in many cases were still misplaced. There was not a clear improvement over 20% as I expected. **Result Type:** Benchmark Not Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Spring	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	Related Documents: ASSESSMENT REPORT_AN320_Spring2014.docx		

Assessment Inventory Rubric

Program: Chemistry

Year assessed: 2013-2014

PLO __1_ of __1

Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status					8/3= 2.67	**Developing**
a. Timeliness		x				
b. Quality of completion			x			
c. Document template			x			
PLO					7/3= 2.33	**Developing**
a. PLO identified			x			
b. Alignment of PLO to Program Statement			x	Recommend 5 Column Report Fifth column missing the ILO		
c. Alignment of PLO to ILO.	x					
Means of Assessment or Goals of Assessment					8/4= 2	**Developing**
a. Assessment tool.			x			
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		x				
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)		x				
d. Faculty participation/ collaboration/engagement	x					
Benchmarks					4/2= 2	**Developing**
a. Clearly stated		x				
b. Justification		x		No explanation for not met.		
Results					7/3= 2.33	**Developing**
a. Raw data reported			x			
b. Summarizes the results		x				
c. Analysis of data		x				
Actions and Follow up					7/3= 2.33	**Developing**
a. Actions identified		x				
b. Alignment with the analysis and quality of follow up		x		Benchmark not met – no action?		
c. Evidence of improvement			x			
				Final Rating:	**13.66/6= 2.27**	**Developing**

Assessment Report - 5 Column

University of Guam

Program (CNAS) - UG Chemistry

Mission Statement or Program Description: To deliver a quality based program with sound chemical knowledge and provide relevant practical applications of chemistry

When is the next program review due?: Fall 2012

Program Assessment Plan created or revised?: Revised

When was the last year of program review? : Fall 2009

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
CH PROGRAM GOAL-1: Demonstrate the knowledge of fundamental concepts of chemistry and its relevance to the scientific method and other fields in science.				

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
CH PROGRAM GOAL-2: Demonstrate the skills to make observations, experimentation, collect and collate data, analyze and interpret data in a safe chemical environment.				

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
CH PROGRAM GOAL-3: Demonstrate the ability to clearly articulate, formulate, and communicate scientific information using computer, written and oral communication skills.				

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
CH PROGRAM GOAL-4: Demonstrate critical thinking, problem solving skills and the ability to use chemical knowledge and mathematical skills to identify, evaluate, analyze, synthesize, and integrate data and abstract ideas in solving problems.	Program (CNAS) - UG Chemistry - Critical thinking - Students must demonstrate critical thinking, problem solving skills and the ability to use chemical knowledge and mathematical skills to identify, evaluate, analyze, synthesize, and integrate data and abstract ideas in solving problems	**Assessment Tool Description:** Pre and Post Test **Assessment Tool:** Pre/Post Test **Benchmark:** An improvement of 10% in post test	09/30/2014 - CH102 FA2013 showed improvement of 15% - Benchmark was met CH103 SP2014 showed an 8% improvement - Benchmark not met **Result Type:** Benchmark Not Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Fall **Related Documents:** Assessment Report 2013-14	12/12/2014 - repeat test in F2014 and SP2015
		Assessment Tool Description: Insight Assessment tool, California Critical Thinking Skill Test (CCTST) was administered pre- and post-test in CH102 class of Fall 2013 **Assessment Tool:** Exam - Standardized **Benchmark:** Want to gauge the level of percentile for this cohort of Chemistry Freshman. Bench mark was to see an overall improvement in all skills tested.	05/16/2014 - There was a small improvement observed for all skills category. However, results was from a pilot and needs to be repeated **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Fall **Related Documents:** Chem Assessment Report 2013-14	
			09/30/2014 - There was an overall improvement in all skills but only weak **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:**	12/12/2015 - Repeat test in Fall 2015 09/16/2015 - Needs to be repeated for the same cohort after 3 years

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			Fall **Related Documents:** CCTST_PostTestF13.pdf	

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
CH PROGRAM GOAL-5: Demonstrate the knowledge and skills in advanced instrumentation, applications, interpretation, and experimental design to address scientific queries in chemistry, industry, the environment, health, and related fields.				

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
CH PROGRAM GOAL-6: Demonstrate a sense of exploration and research approach that enables students to pursue lifelong learning in chemistry.				

ILO/CLO/GLO	PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
CH PROGRAM GOAL-7: Demonstrate interaction skills and teamwork.				

Assessment Inventory Rubric

Program: Psychology (UG)

Year assessed: 2013-2014

PLO _1__ of ___1

Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status				Missing action and follow up.	6/3= 2	**Developing**
a. Timeliness		**x**				
b. Quality of completion	**x**					
c. Document template			**x**			
PLO				missing ILO	7/3= 2.33	**Developing**
a. PLO identified			**x**			
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment				Course collaboration is noted (but not necessarily faculty collaboration).	11/4= 2.75	**Developing**
a. Assessment tool.			**x**			
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)			**x**			
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)			**x**			
d. Faculty participation/ collaboration/engagement		**x**				
Benchmarks				Need to expand benchmark justification. What is the "significant improvement"?	4/2= 2	**Developing**
a. Clearly stated		**x**				
b. Justification		**x**				
Results				Need more data for results. Analysis needs comparative data.	8/3= 2.67	**Developing**
a. Raw data reported		**x**				
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up				Need more reflective statements on use of data. Proposed consortium by KS is a great idea but no data presented. Some changes reported on PY101 but no evidence of improvement reported.	3/3= 1	**Initial**
a. Actions identified	**x**					
b. Alignment with the analysis and quality of follow up	**x**					
c. Evidence of improvement	**x**					
				Final Rating:	12.75/6= 2.12	**Developing**

PLO Assessment Report - 4 Column

University of Guam

Program (CLASS) - UG Psychology

Mission Statement or Program Description: As a behavioral science, and as a distinct but integral part of natural science, psychology stands between physiology and the social sciences. Psychology, like Anthropology, links the behavioral sciences with the biological sciences. The major areas of psychological study are concerned with individual human behavior conceptualized as a natural phenomenon, studied by scientific and experimental methods, and understood in terms of psychological theories and laws.

The general objectives of the program in Psychology are to increase students? understanding of themselves and others, to enhance the skills of those specializing in related areas of study, and to prepare those pursuing psychology as a career for graduate study and professional work.

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association.

When is the next program review due?: December 2013

Program Assessment Plan created or revised?: Yes

When was the last year of program review? : 2003-2008, submited April 2011

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Program (CLASS) - UG Psychology - Crititcal Thinking - Acquired and can appropriately apply critical thinking skills in Psychology. **Year(s) to be Assessed:** AY 13-14 **Start Date:** 10/01/2011 **Outcome Status:** Active	**Assessment Tool Description:** Psychology program started to assess critical thinking skills in Fall 2012 by using Insight Assessment's standardized test in two of its required research methods courses, PY 210 and PY 413. These two courses are chosen because they are the two of the few required courses, and their content emphasizes Research methodology, with an emphasis on developing logical,	04/29/2014 - Students were administered Insight Assessment's Critical Thinking Skills test in the beginning of PY 413 course and at the end, in Fall 2013, utilizing a pre-post-test design. Insight Assessment's CTS instrument measures critical thinking skills in seven subcategories, which include Analysis, Interpretation, Inference, Evaluation, Explanation, Induction and Deduction. Post test measures resulted in several significant improvements in students' scores: 1) Students'	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	analytical and critical thinking. **Assessment Tool:** Exam - Standardized **Benchmark:** In this trial run, we expect to demonstrate significant improvement in post-test scores from the pre-test scores. **Related Documents:** Critical thinking skills assessmentR.doc	overall post-test scores showed a significant increase from their overall pre-test scores (-4.670, p=.001). 2) Paired samples tests, typically used for repeated measures designs such as this one, showed significant increase in the post-test scores in the subcategories of inference (t-2.545, P=.031), deduction (-3.36, p=.008), and analysis (t=-2.714, p=.024) categories. **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Fall **Related Documents:** 413_F13_Critical thinking skills assessmentR.doc 413_F13_Critical thinking skills assessmentR.doc 413_F13_Critical thinking skills assessmentR.doc	
	Assessment Tool Description: Practice problems in interpreting correlations (identifying multiple causal explanations for a given statistical association) and assessments embedded in presentations, exams and Final Exam in PY101 General Psychology **Assessment Tool:** Course Embedded Questions **Benchmark:** Section 2, provided with regular, weekly practice in — and with special biweekly exam questions on — identifying alternative explanations for correlational relationships, projected to outperform Section 1 (no such special practice, only standard course content with coverage of this topic during second week) by = .5 standard deviations on the final assessments, during the Final	09/29/2014 - Final Exam sessions in both sections of the course included an assessment in which students interpreted each of three different correlations from different research projects. After section membership had been masked, I scored a randomly selected sample of = 31 completed assessments from each section, using a rubric to quantify success in identifying alternate explanations for the correlations; and analyzed the scores statistically. As predicted, students in PY101-02 more often correctly solved the problems in causality: with a mean score .42 standard deviations higher than in Section 1. The analysis of the difference between mean scores produced a t statistic of 1.68, with a directional probability of a Type I error of .05. This indicates that the observed superiority of Section 2 was 95% certain to be due to systematic differences between the groups (rather than	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	Exam. **Related Documents:** Critical thinking and Causation	sampling error). Although the project was not a true experiment, in that I could not randomly assign students to the MWF and TTh sections of PY101, and therefore cannot rule out the possibility of other, uncontrolled differences between students in the two sections (for example, that greater numbers of highly motivated students may select the TTh section in the first place), this study conforms to standards for quasi-experimental research in education. Unexpectedly, *many students in the sample from Section 1 also did well* on the assessment, indicating that, although the new approach to teaching causality was likely even more effective, my standard lectures and material on interpreting correlations go a long way in teaching able students how to interpret causality. **Result Type:** Benchmark Not Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Spring	

Assessment Inventory Rubric

Program: Political Science (UG)

Year assessed: 2013-2014

PLO 1 of 4

Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status					6/3=2	**Developing**
a. Timeliness		**x**				
b. Quality of completion	**x**					
c. Document template			**x**			
PLO					7/3=2.33	**Developing**
a. PLO identified			**x**			
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment				Links provide comprehensive description of tool and related results.	8/4=2	**Developing**
a. Assessment tool.		**x**				
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		**x**				
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)			**x**			
d. Faculty participation/ collaboration/engagement	**x**					
Benchmarks				Benchmark is confusing – 80% will score 8 out of 15 – that is 53%. Justification must clearly indicate the rationale.	4/2=2	**Developing**
a. Clearly stated			**x**			
b. Justification	**x**					
Results				Summary is reported, just not clear.	7/3=2.33	**Developing**
a. Raw data reported	**x**					
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up				Comparison done with AY12-13. Some changes in course content is indicated (see link); but these are not reported in the tracdat submission.	3/3=1	**Initial**
a. Actions identified	**x**					
b. Alignment with the analysis and quality of follow up	**x**					
c. Evidence of improvement	**x**					
				Final Rating:	11.66/6=1.94	**Initial**

Assessment Inventory Rubric
Program: Political Science (UG)

Year assessed: 2013-2014
PLO 2 of 4
Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status				Need to add: "See related links" for column 4; all columns in tracdat need to be filled (even if the data is In the link provided)	6/3= 2	**Developing**
a. Timeliness		**x**				
b. Quality of completion	**x**					
c. Document template			**x**			
PLO					7/3= 2.33	**Developing**
a. PLO identified			**x**			
b. Alignment of PLO to Program Statement			**x**			
c. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment				Good example of a clear assessment plan.	7/4= 1.75	**Initial**
a. Assessment tool.		**x**				
b. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		**x**				
c. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)		**x**				
d. Faculty participation/ collaboration/engagement	**x**					
Benchmarks				See link; to indicate in the 4th column that there is action and follow up in the link.	5/2= 2.5	**Developing**
a. Clearly stated			**x**			
b. Justification		**x**				
Results				See link; to indicate in the 4th column that there is action and follow up in the link.	9/3= 3	**Highly Developed**
a. Raw data reported			**x**			
b. Summarizes the results			**x**			
c. Analysis of data			**x**			
Actions and Follow up				Some indications of action related to the result (e.g. Sharing data); Action and follow up are well expressed in the link but not clearly indicated or directed in the tracdat column completion. Need to indicate in the 4th column that there is action and follow up and there is a link provided.	3/3= 1	**Initial**
a. Actions identified	**x**					
b. Alignment with the analysis and quality of follow up	**x**					
c. Evidence of improvement	**x**					
				Final Rating:	12.58/6=2.10	**Developing**

Assessment Inventory Rubric
Program: Political Science (UG)

Year assessed: 2013-2014
PLO 3 of 4
Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status				no action data reported in links	6/3= 2	**Developing**
d. Timeliness		**x**				
e. Quality of completion	**x**					
f. Document template			**x**			
PLO					7/3 = 2.33	**Developing**
d. PLO identified			**x**			
e. Alignment of PLO to Program Statement			**x**			
f. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment					7/4= 1.75	**Initial**
e. Assessment tool.		**x**				
f. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		**x**				
g. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)		**x**				
h. Faculty participation/ collaboration/engagement	**x**					
Benchmarks					4/2=2	**Developing**
c. Clearly stated		**x**				
d. Justification		**x**				
Results					9/3=3	**Highly Developed**
d. Raw data reported			**x**			
e. Summarizes the results			**x**			
f. Analysis of data			**x**			
Actions and Follow up				Need to indicate presence of data in links; data not present in tracdat although it is well expressed in the link.	3/3=1	**Initial**
d. Actions identified	**x**					
e. Alignment with the analysis and quality of follow up	**x**					
f. Evidence of improvement	**x**					
				Final Rating:	12.08/6=2.01	**Developing**

Assessment Inventory Rubric
Program: Political Science (UG)

Year assessed: 2013-2014
PLO 4 of 4
Reviewer:

	Initial (1)	Developing (2)	Highly Developed (3)	Notes	Score	Category
Submission Status				no action reported. see link for action and follow up	6/3= 2	**Developing**
g. Timeliness		**x**				
h. Quality of completion	**x**					
i. Document template			**x**			
PLO					7/3= 2.33	**Developing**
g. PLO identified			**x**			
h. Alignment of PLO to Program Statement			**x**			
i. Alignment of PLO to ILO.	**x**					
Means of Assessment or Goals of Assessment					7/4= 1.75	**Initial**
i. Assessment tool.		**x**				
j. Description/Quality of assessment tool (appropriateness of data tool, variability of tool)		**x**				
k. Assessment Plan (ex: alignment with PLO, multiple tools at different times in program)		**x**				
l. Faculty participation/ collaboration/engagement	**x**					
Benchmarks				see link	4/2= 2	**Developing**
e. Clearly stated		**x**				
f. Justification		**x**				
Results					9/3= 3	**Highly Developed**
g. Raw data reported			**x**			
h. Summarizes the results			**x**			
i. Analysis of data			**x**			
Actions and Follow up				Data not present and not indicated in the tracdat 4th coulumn; although it is well expressed in the link provided in another column.	3/3= 1	**Initial**
g. Actions identified	**x**					
h. Alignment with the analysis and quality of follow up	**x**					
i. Evidence of improvement	**x**					
				Final Rating:	12.08/6=2.01	**Developing**

PLO Assessment Report - 4 Column

University of Guam

Program (CLASS) - UG Political Science

Mission Statement or Program Description: Political science provides education toward enlightened citizenship and statesmanship, and prepares students for careers in government and politics, law, and business, or for graduate studies in a wide range of professional areas. The general political science curriculum provides knowledge of the theory and practice of political power, authority, and justice, with focus on the United States and the Asian-Pacific region. The program also emphasizes reasoned evaluation of societal principles, analysis of political behavior, and logical expression of thought. These skills are valuable to professionals, public officials, researchers, and educators.

When is the next program review due?: December 2015

Program Assessment Plan created or revised?: In progress

When was the last year of program review? : 2004-2010

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Program (CLASS) - UG Political Science - Explain - Explain the American political system and its relationship to the Micronesian region **Year(s) to be Assessed:** AY 13-14	**Assessment Tool Description:** To assess achievement of this SLO, students were given a pre-test during the class session following the University's add/drop period and the post-test during the regularly scheduled semester final exam. Both tests consist of 15 multiple-choice questions. For PLO #2, students were required to identify the different characteristics, functions, and powers of each of the branches of the U.S. federal government and the role each branch plays in relation to U.S. citizens. **Assessment Tool:** Pre/Post Test **Benchmark:** 80% of students enrolled in the class would have an overall score 8 out of 15 on the	10/01/2014 - The expectation was that 80% of students enrolled in the class would have an overall score 8 out of 15 or scored above average on the post-test. In comparison to the first cycle of assessment (AY 2012-2013) where 15% of students scored above average, the assessment taken during the Fall 2013 semester revealed that 80% of students scored 10 out of 15 or better on the post-test. The benchmark for the assessment in this second cycle year was met following the changes to the course content. The results for Fall 2013 are as follows: Mean score on pretest: 4 correct out of 15 Mean score on posttest: 10 correct out of 15 **Result Type:** Benchmark Met	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	post-test	**Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Fall **Related Documents:** Cruz_Assessment Report (PS202_2103-2014).pdf	
Program (CLASS) - UG Political Science - Apply theories - Apply theories to the study of domestic and international conflict **Year(s) to be Assessed:** AY 13-14	**Assessment Tool Description:** Students were assigned a research paper to test the efficacy of two theories in explaining a political outcome by comparing political processes that led to the outcome occurring or not occurring in two countries. For PS SLO 3, students were required to clearly identify two theories that they would be testing, explain the basic assumptions of each and derive a relevant hypothesis from each. Students were required to submit an initial proposal and a draft for comments from the instructor as well as from other students. Students were told that they would be assessed on the criteria listed in the rubric below. Ratings of 6 were given to papers which exhibited the superior attributes of the 5 criteria related to this PLO. Ratings of 3 were given to the Struggling papers exhibiting the attributes listed below, 4 to those Emerging, and 5 to those who had solidly Developed. **Assessment Tool:** Project **Benchmark:** 80% of the class would have an overall score at or above the 5 rating, or had Developed among the criteria	10/01/2014 - The results are attached. Unfortunately, only 25% of the class met the criteria for level 2, and no one met the criteria for a superior paper. The areas in which the students Struggled the most were clearly in creating a hypothesis relative to a theoretical approach. **Result Type:** Benchmark Not Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Fall **Related Documents:** Swamy_Assessment Report (PLO3_2013-2014).pdf	
Program (CLASS) - UG Political Science - Compare - Compare political systems of	**Assessment Tool Description:** Students were assigned a research paper to	10/01/2014 - The results are attached. The entire	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Asia Pacific with each other and with those of other regions **Year(s) to be Assessed:** AY 13-14	test the efficacy of two theories in explaining a political outcome by comparing political processes that led to the outcome occurring or not occurring in two countries. For PS SLO4 they were required to choose either a Similar Systems Design (in which similar cases display different outcomes) or a Different Systems Design (in which difference cases display similar outcomes) in order to control for alternate explanations. Students were required to submit an initial proposal and a draft for comments from the instructor as well as from other students. Students were told that they would be assessed on the criteria listed in the rubric below. Ratings of 6 were given to papers which exhibited the superior attributes of the 3 criteria related to this PLO. Ratings of 3 were given to the Struggling papers exhibiting the attributes listed below, 4 to those Emerging, and 5 to those who had solidly Developed. **Assessment Tool:** Project **Benchmark:** 80% of the class would have an overall score at or above the 5 rating, or had Developed among the criteria	class met the criteria for Developed and Superior analysis. The areas in which the students were the most Superior was in the comparative narrative. **Result Type:** Benchmark Met **Assessment Year:** 2013-2014 **Semester(s) Data Collected:** Fall **Related Documents:** Swamy_Assessment Report (PLO4_2013-2014).pdf	
Program (CLASS) - UG Political Science - Design research - Design a political research project that incorporates principles of social science inquiry **Year(s) to be Assessed:** AY 13-14	**Assessment Tool Description:** Students were assigned a research paper to test the efficacy of two theories in explaining a political outcome by comparing political processes that led to the outcome occurring or not occurring in two countries. For PS SLO 5, students were required to conceptualize the problem in terms of clearly articulated independent and dependent variables (cause and effect) as well as to identify the variables their research	10/01/2014 - The results are attached. There was a 50/50 split between Developed and Emerging papers. The criterion on which the students performed the best was in control variables, and showed the least control of identifying independent variables. **Result Type:** Benchmark Not Met **Assessment Year:** 2013-2014	

PLOs	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	designed controlled for. Students were required to submit an initial proposal and a draft for comments from the instructor as well as from other students. Students were told that they would be assessed on the criteria listed in the rubric below. Ratings of 6 were given to papers which exhibited the superior attributes of the 3 criteria related to this PLO. Ratings of 3 were given to the Struggling papers exhibiting the attributes listed below, 4 to those Emerging, and 5 to those who had solidly Developed. **Assessment Tool:** Project **Benchmark:** 80% of the class would have an overall score at or above the 2 rating, or had Developed among the criteria	**Semester(s) Data Collected:** Fall **Related Documents:** Swamy_Assessment Report (PLO5_2013-2014).pdf	