

# **Academic Program Review Purpose & Guidelines**

## *Accredited Programs*

An online version of this document can be found at the UARA APR Website: [Academic Program Review \(APR\) | Salisbury University](#)



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## Provost's Excerpts About the Purpose of APR

Dear Faculty,

As another academic year begins, a new set of academic programs will embark on an opportunity to share with the campus community and external constituents (i.e., USM, MHEC, etc.) the programmatic achievements realized during the previous seven years. The Academic Program Review (APR) is a concrete opportunity to:

- demonstrate continuous improvement in program curriculum and instruction,
- validate the achievement of program-relevant student learning outcomes,
- affirm that program's current and future plans are congruent with its school and the University, and
- engage the faculty and administration in a process that validates academic rigor and program viability to internal and external observers.

As such, the APR process and subsequent report provides a periodic opportunity for rigorous evaluation that advances programmatic excellence. In an effort to ensure a meaningful and thoughtful review, the APR guidelines provide direction to programs regarding the type of information necessary to facilitate such an evaluation.

***The Provost's Office and the Executive Staff routinely use information in the APR to inform resource allocation, including staffing.***

I look forward to reviewing your academic program review and learning more about your program. I'm confident this information will help guide me and others to improve student learning at Salisbury University. Thank you in advance for all of your coming careful and thoughtful analysis over the next few months.

Sincerely,

Laurie Couch, PhD  
Provost & Senior VP for Academic Affairs



## The APR Process

The Academic Program Review (APR) should be the product of the combined efforts of all members of the program. Accredited programs shall conduct a comprehensive Academic Program Review (APR) on a schedule that is congruent with their accreditation reviews, minimally, at least every **seven** years. Required documentation from the accreditation should be uploaded for each cycle into the SU [APR System](#). Also, if accrediting agencies require a progress report between APR cycles, please upload the progress report materials into the SU APR System.

Programs that maintain specialized accreditations with accrediting agencies may substitute the formal accreditation standards of the respective agency in lieu of the standard SU APR guidelines **provided the accrediting agency is recognized by the Council for Higher Education Accreditation (CHEA) and/or the U.S. Department of Education (ED)**. Programs that are accredited by agencies not recognized by CHEA or ED may use their accrediting agency's standards to *supplement not substitute for* the standard SU APR guidelines for non-accredited programs. Please visit the directories of recognized accrediting agencies for [CHEA](#) and the [ED](#) to see the most recent lists. At the time of this publication, [the following agencies](#) accrediting specialized programs at SU have been recognized:

1. American Chemical Society Committee on Professional Training (ACS-CPT)
2. The Association to Advance Collegiate Schools of Business (AACSB)
3. Commission on Accreditation of Allied Health Education Programs (CAAHEP)
4. Commission on Accreditation of Athletic Training Education (CAATE)
5. Commission on Accreditation for Respiratory Care (CoARC)
6. Commission on Collegiate Nursing Education (CCNE)
7. Council for the Accreditation of Educator Preparation (CAEP; formerly known as the National Council for Accreditation of Teacher Education, NCATE)
8. Council on Social Work Education (CSWE)
9. National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
10. National Association of Schools of Music (NASM)

## APR Report Guidelines – Accredited Programs

Academic programs will use the online [APR System](#) to submit all required APR documentation. UARA can help to enter the data from the accreditation documents into the [APR System](#) upon request. However, UARA should be told explicitly where to find the details in the accreditation documents which align with each section (see below). UARA will request any missing required information.

To login to the [APR System](#) please use your SU credentials (username and password). If you or others (e.g., faculty, administrative staff, external reviewer) need access, please contact Aaron Prebenda ([amprebenda@salisbury.edu](mailto:amprebenda@salisbury.edu) or 410.543.6025) in UARA and specify if the user should receive viewing or editing rights to the program. Once you are in the [APR System](#), select your program from the dropdown menu. When your program's folder opens in the next screen, you will see an outline with all sections of the APR that align with the standard SU APR guidelines for non-accredited programs. *Please note that requirements of external accrediting agencies vary, but the documents typical across agencies are detailed below with respect to where the documents should be uploaded to the [APR System](#).*

However, several sections (e.g., all sections of “[II. Part II – Student Learning Assessment](#)”) require aspects of the report be uploaded separately, either as a document or entered into an online link form. This is required for ease of review and reporting as well as for data collection and analysis across SU programs as required by external stakeholders such as [MHEC](#) and [Middle States](#).

Each APR document should include the following sections, additional details are provided for each section.

- I. [Part I - Review](#)
  - A. [Academic Program Review Documentation](#)
  - B. [Recommendations Action Plan](#)
  - C. [Additional Appendices](#)
- II. [Part II - Student Learning Assessment](#)
  - A. [Student Learning Goals, Outcomes and Objectives](#)
  - B. [Assessment Methods, Results and Use](#)
  - C. [Assessment Action Plan](#)

## I. Part I - Review

### A. Academic Program Review Documentation

The following documents from the APR should be uploaded to this section in the [APR System](#):

1. a formal executive summary of each APR/accreditation report;
2. accreditation report/self-study;
3. visiting team comments;
4. formal rejoinder; and
5. formal acknowledgement of accreditation or reaffirmation of accreditation.

### B. Recommendations Action Plan

Every program must describe action plans for addressing any recommendations provided from **both the internal and external reviews**. The [APR System](#) includes a Recommendations Action Plan template in “B. Recommendation Action Plan” under “I. Part I – Review.” If the program’s last APR was completed following the 2009 revision of the APR guidelines, a previously completed Recommendations Action Plan should also be accessible within the archived files of the APR System. Similarly, programs that previously completed a Progress Report, occurring three year prior to a full APR, will have a completed Recommendations Action Plan to review and update as a part of their current APR. Previous Recommendations Action Plan documents can be found in “A. Academic Program Review Documentation” under “I. Part I – Review.”

The Recommendations Action Plan should be completed and included as part of the APR report itself as well as uploaded as a single stand-alone document to your program in the [APR System](#) in “B. Recommendation Action Plan” under “I. Part I – Review”. The Recommendations Action Plan should include an action plan for *each* internal and external recommendation your program will specifically address before the program’s next APR. Copy and edit the table as many times as needed (in a single document) to address each recommendation. Within each table include key action steps to accomplish the recommendation, a timeline, necessary resources, and key faculty and staff responsible for ensuring that progress is made toward addressing the recommendation. A preliminary report to review progress toward these recommendations (i.e., Progress Report) will occur again three years before the program’s next formal APR submission. This is to ensure that progress towards the recommendations is being made by the program and determine if additional assistance or resources are necessary to help promote improvement. To serve as an example, [Appendix C](#) is a completed Recommendations Action Plan for one internal recommendation.

### C. Additional Appendices

Many programs find that the submission of additional documentation helps to support their APR report. For example, some or all of the following may be referenced in the APR report and included in this section to streamline the APR report:

- Sequence of courses
- Curriculum map(s) (e.g., table aligning program goals with course offerings, example [here](#); table aligning program goals with university goals, example [here](#))
- Course offerings, requirements, descriptions, and/or syllabi
- Discussion of changes to the curriculum or advising over the past seven years and their impact
- Faculty curricula vitae

## II. Part II - Student Learning Assessment

This section of the APR will be uploaded to the [APR System](#) and should describe the program’s student learning outcomes and provide information on the effort of the program to assess student achievement of

those expected learning outcomes. As programs may be at very different stages in the assessment process (e.g., writing outcomes, collecting data, using data for program improvement, etc.), it is suggested that the program request a meeting with UARA to review a draft of this documentation prior to submission of the final report/self-study. If more is not required from the accrediting agency, it is suggested that all academic programs should demonstrate how they have completed a full assessment cycle for at least **one** of their student learning outcomes. The completion of a full assessment cycle includes: collecting data, analyzing data, reporting results, identifying areas to improve student learning, teaching or the assessment process, and implementing these changes. The program should also describe plans to re-assess the outcome to determine if the changes have been effective.

## A. Student Learning Goals, Outcomes, and Objectives

All of the program-specific student learning goals, outcomes, or objectives (hereafter referred to as “outcomes”) should be listed in this section. The faculty of the program should agree with these outcomes. These outcomes provide a more detailed description of the particular goals of the program with respect to student learning and development. In addition to describing the outcomes relevant to the program, this section should also:

- identify to what degree each of the program-specific outcomes are addressed in the curriculum of the program;
- **(FOR UNDERGRADUATE PROGRAMS ONLY)** demonstrate how program-specific outcomes are aligned with the SU Student Learning Goals (SLGs; [Appendix D](#)); and
- provide a curriculum map detailing how the program’s courses are aligned with the program-specific student learning outcomes and the SU SLGs (e.g., [Appendix B](#)).

To support the completion of this section, the [APR System](#) has been updated to include a course alignment component “A. Student Learning Goals, Outcomes, and Objectives” under “II. Part II – Student Learning Assessment”. Programs should enter their program-relevant information using the online “Add Outcome/ Objective” link and following prompts, if they haven’t already done so. The online “Intended Outcomes” list includes all data previously entered by programs. For many programs it has been several years since this data has been updated. As a result, programs should carefully review the outcomes listed and their ratings and alignment with [SU’s SLGs](#) and [program curriculum](#). This updated interface will be used to indicate the course(s) in which an identified learning outcome is achieved. It will also be used to update the program’s student learning outcomes on its respective homepage so it is accessible by both internal and external stakeholders of the program.

Student learning outcomes **rating criterion**: Rate on a scale of 1 (*minor focus*) – 5 (*major area of focus*), the extent to which each of your program’s student learning goals address a particular outcome in its curriculum. You may also wish to review the approved General Education student learning goals ([Appendix D](#)). These outcomes have been linked by the faculty to various General Education curriculum areas (see [link](#)). If your program offers General Education courses that align with the General Education goals, then they may provide a starting point for your program in determining its student learning outcomes.

**In the final version of the APR report, each program should include their identified student learning outcomes, the alignment of each outcome with both the program’s curriculum and the University’s Student Learning Goals** (e.g., [Appendix B](#)). Also, future progress towards creating or revising outcomes and aligning them with the curriculum can be included as detailed steps in an [Assessment Action Plan](#).

## **B. Assessment Methods, Results, and Use**

Provide a listing of the systematic methods and procedures used by the program for gathering information about student achievement of the [SU Student Learning Goals](#) and program-specific student learning outcomes/objectives.

The APR System has been updated to include an assessment method component, “Assessment Methods, Results, and Use” under “II. Part II – Student Learning Assessment”, to correspond with student learning outcomes. Programs should enter their program-relevant information using the online “Create new Assessment Method” link and following prompts, if they haven’t already done so. The online “Assessment Methods” list includes all data previously entered by programs. Also, each Assessment Method can be copied and the new version can be edited (e.g., to update the same assessment method but for a different academic year, set of results/dissemination/use, etc.). For each and all student learning outcomes that have been assessed during the review period please:

- I. Describe the Assessment Method:
  - A. provide a short, but descriptive assessment title;
  - B. specify the academic year the assessment occurred;
  - C. specify the type of assessment used (e.g., Exam/Quiz, Course Evaluation); and
  - D. provide a listing of the systemic methods and procedures used by the program for gathering information about student achievement of the SU Student Learning Goals and program-specific learning outcomes/objectives, including details about:
    1. Students included in the assessment and description of whether or not the sample is representative of the program’s enrolled students or graduates (e.g., sample size, age, class level, etc.);
    2. Timing of assessment (e.g., semester, first assessment of the course, last assessment in the course, etc.); and
    3. Instructional directions associated with the assessment data collection (e.g., extra credit and open for all majors, homework assignment in certain classes, completed via paper and pencil, completed online via course management system, individual or group assessment, rubric given prior to due date, etc.).
- II. Select Outcome(s) - select/align the program’s student learning outcome(s) being assessed for each assessment method described;
- III. Select Courses - select/align the program’s courses being assessed for each assessment method described;
- IV. Results and Future Improvement:
  - A. Results - detail/explain:
    1. Evaluation of the assessment’s data to determine if students have achieved proficiency (e.g., statistics performed, comparison group(s) used, pre- post-testing, matched student data, etc.);
    2. Evidence that demonstrates that the methods used to assess the student learning outcomes are valid, reliable, and appropriate; and
    3. Limitations of the assessment method (e.g., low participation rate, only a subset of sections of the course participated, validity and reliability of the assessment have not been evaluated, etc.).
  - B. Dissemination of Results - detail how you have shared results with program faculty and/or other stakeholders (if applicable); and
  - C. Detail the Use of Results for Future Improvement of Teaching, Student Learning, and/or the Assessment Process, including answering:
    1. How were student learning assessment results used to influence the curriculum and instruction and improve student learning/success?;
    2. What do these results mean for your program and faculty?; and



3. How will you improve upon this assessment method to assess student learning in the future?

**The details described above that should be entered in the APR System should also be summarized in the final version of the APR report.** Feel free to copy and paste the relevant information from your APR report into the appropriate sections of the APR System. Also, future progress in the assessment method(s), results, and use can be included as detailed steps in the [Assessment Action Plan](#).

### **C. Assessment Action Plan**

Every program can provide an Assessment Action Plan that details how the program will make progress towards assessing student achievement of the SU SLGs (undergraduate programs only) and program-level student learning outcomes as well as how assessment results will be used prior to the next APR. The APR System includes an Assessment Action Plan template in “C. Assessment Action Plan” under “II. Part II – Student Learning Assessment.”

The Assessment Action Plan can be completed and included as part of the APR report itself as well as uploaded as a single stand-alone document to your program in the APR System in “C. Assessment Action Plan” under “II. Part II – Student Learning Assessment”. The Assessment Action Plan should include key action steps toward the development of a comprehensive assessment plan, a timeline, necessary resources, and key faculty and staff responsible for ensuring that progress is made toward including ongoing assessment as a part of regular programmatic evaluation. To serve as an example, [Appendix E](#) is a completed Assessment Action Plan for a program in a specific timeframe.

# Appendices

## Appendix A. Recommended APR Process Timeline for Accredited Programs

### Progress Report (if applicable)

- Between formal APR submissions to the external accrediting agency, each applicable program submits a progress report to external accrediting agency as well as to the Provost's Office, Dean's Office, and UARA via the APR System.

### Year of APR

#### *Fall*

- *September*: programs are notified by Academic Affairs that they are scheduled to conduct an Academic Program Review;
- *September*: programs commence academic program review;
- *November/December*: if desired, programs can submit a draft version of [Part II - Student Learning Assessment](#) of the APR to UARA. This submission should include a description of the program's [student learning outcomes/objectives](#), [current assessment method\(s\)](#), and a potentially a draft of the [Assessment Action Plan](#). Details of assessment results are not expected if data has not yet been collected;
- *December/January*: if desired, each program will meet with a representative from UARA to discuss and obtain feedback regarding their current assessment practices. This feedback can be used by the program to further develop [Part II - Student Learning Assessment](#) for the final report/self-study document.
- *January*: if desired, meet with a representative from UARA for feedback/check-in as necessary prior to submission of formal report;

#### *Spring and beyond*

- *January*: programs submit a formal report to the accrediting agency and the Dean's Office;
- *February*: the accrediting agency conducts an on-site program review;
- *March*: the accrediting agency's on-site review team submits formal comments to the program chair/director/program faculty and the Dean's Office;
- *April/May*: programs upload all accrediting documentation to the APR System;
- *June*: the School Dean uploads a formal executive summary of each APR to the APR System;
- *July*: Academic Affairs provides formal feedback to each reviewed program in a formal face-to-face meeting; and
- *August*: Academic Affairs submits a formal executive summary to the USM Board of Regents.

## Appendix B. Curriculum Map Examples

Examples are modified from the “Assess 101: Introduction to Assessment” workshop materials (February 11, 2014 at Michigan State University) by Dr. Amy Driscoll.

**Table 1.** Example curriculum map: program student learning outcomes mapped onto program courses

		PROGRAM STUDENT LEARNING OUTCOMES											
		Academic Leadership			School Leadership					Professional Inquiry			
		1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4
REQUIRED COURSES FOR MASTERS DEGREE	EDU 400: Writing for Graduate Students										X		
	EDU 500: The Professional Learning Environment					X	X	X	X				
	EDU 505: Project-Based Instruction I		X										
	EDU 510: Philosophy & History of Education			X			X						
	EDU 515: Using Data, Authentic Assessment & Portfolios		X				X			X			
	EDU 520: Project-Based Instruction II		X										
	EDU 530: Research Methods and Beginning Statistics										X		
	EDU 535: Literacy in the 21 <sup>st</sup> Century	X					X						
	EDU 540: Research I – Application of Design & Methods										X		
	EDU 550: Curriculum Foundations	X											
	EDU 555: Instructional Design & Technology				X	X	X						
	EDU 560: Introduction to Law & Policy				X								
	EDU 565: Equity & Diversity in Educational Instruction						X						
	EDU 570: Finance & Business				X								
	EDU 575: Seminar in Educational Technology			X		X	X						
	EDU 600: Mentoring, Coaching, & Evaluating Instruction					X		X	X				
EDU 605: Professional Productivity							X	X				X	
EDU 650: Research II – Application							X			X	X		
EDU 660: Thesis*							X			X	X	X	

Note: Asterisk (\*) denotes that the Master’s Thesis serves as the Program Capstone and as the major evidence for the achievement of both University Student Learning Outcomes and Program Student Learning Outcomes.

**Table 2.** Example curriculum map: program student learning outcomes mapped onto university student learning outcomes

		UNIVERSITY STUDENT LEARNING OUTCOMES											
		1. Skills					2. Knowledge		3. Dispositions				
		1.1	1.2	1.3	1.4	1.5	2.1	2.2	3.1	3.2	3.3	3.4	3.5
PROGRAM STUDENT LEARNING OUTCOMES	Academic Leadership	1.1		X		X	X		X	X			
		1.2			X		X		X	X			
		1.3				X		X	X	X			X
	School Leadership	2.1			X	X		X	X	X			
		2.2	X			X			X		X		
		2.3		X		X			X				
		2.4	X	X		X	X	X	X	X	X		X
		2.5				X	X	X	X	X			
	Professional Inquiry	3.1	X		X		X	X		X	X		
		3.2		X	X	X		X		X			
		3.3	X			X	X			X	X		
		3.4	X	X				X	X	X	X		

**Appendix C. EXAMPLE Recommendations Action Plan for One Internal Recommendation**

<b>Internal Recommendation #1: Develop a sustainable assessment committee for the program</b>				
<b>Action Steps</b>	<b>Assigned Responsibility</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Academic Year 2016-17 Updates</b>
1. Develop a committee charge (objectives/charge as well as details of committee composition and governance)	Program Chair	Summer 2012	Summer 2012	Revised AY2014-15 to allow rotation of faculty on the committee to align with the program student learning outcomes assigned in that AY, but still have overlap of membership so 2yr cycles.
2. Invite faculty that have expressed interest in participation in such a committee to be involved (and decide which leader to appoint as chair of committee)	Program Chair	Summer 2012	August 2012	Revised AY2014-15 such that the chair of the committee will have a 3yr cycle on the committee (mentored by old chair in year 1; resume formal chair position in year 2; mentor upcoming chair in year 3).
3. Support and promote the assessment committee to highlight its importance and ensure its success	Program Chair	August 2012	May 2013	Meet with committee chair and full committee as requested as well as scheduled once/month check-ins with committee chair. Promote committee and its efforts to other faculty in Faculty Meetings as well as in informal situations. Also, request advice/suggestions from similar efforts in other SU and extramural groups.
<b>Primary Coordinator(s):</b> Program Chair				
<b>Anticipated Outcome(s) of Action Plan:</b> 1) Development of an assessment committee for the program; 2) Incorporate a culture of assessment and continuous improvement in the program, thereby continually improving student success; 3) Develop student learning outcomes for the program; 4) Develop a comprehensive assessment plan and timeline; 5) Use evidence gained from the assessment committee to perform evidence-based decision-making; 6) Iterate on the model of the assessment committee to ensure it is sustainable and optimized for efficiency and effectiveness without putting undue burden on faculty/staff.				
<b>Budget/Reallocation Plan:</b> The original plan is to make membership on this committee a service aspect of faculty work load and therefore no additional budget is required/requested. However, if there is ever too much undue time/effort required for contributions to the assessment committee (e.g., chair of committee or the primary assessment faculty member in the given academic year for the given assessment of a student learning outcome across course(s) sections), then consider teaching release (and then either overload pay for current faculty or hire temporary adjunct faculty member to make up for this loss in FTE) or summer pay as recompense.				
<b>Comments:</b> If there is any way to engage faculty whose research aligns with the assessment committee, try to do that to decrease burden/maximize outcomes of effort. However, if that is the case, be sure that the primary goal is assessment of the program student learning outcomes and that any data used is maintained in a secure, confidential, and, if necessary, anonymous way. IRB approval should be sought in any such scenario.				

## Appendix D. [SU Student Learning Goals](#) (SLGs)

# General Education Student Learning Goals (2018)

The General Education program is designed to foster the personal, intellectual, and social development of the Salisbury University student. Salisbury University provides an institutional environment and academic curriculum that supports interconnected learning and experiences, which signify an ability to analyze and make connections between ideas, concepts, and experiences - both on and off campus. The following broad categories organize the student learning goals and outcomes that align with the purpose of General Education. Previously acknowledged Student Learning Goals are aligned with the proposed Student Learning Outcomes listed below.

### A. Essential Competencies

Essential Competencies are the intellectual habits and skills that students progressively develop in order to succeed as undergraduates and as members of a rapidly changing and globally interconnected society. Upon completion of their studies at SU, students will demonstrate effective reading and communication, critical thinking and reasoning, quantitative reasoning, scientific reasoning, information literacy as the means by which to solve problems.

- a) **Critical Thinking & Reasoning:** Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
- b) **Effective Reading:** Students will be able to extract and construct meaning by interacting with written language.
- c) **Information Literacy:** Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
- d) **Oral Communication:** Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
- e) **Quantitative Reasoning:** Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
- f) **Scientific Reasoning:** Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
- g) **Understanding the Human World:** Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.
- h) **Written Communication:** Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

## B. Foundational Knowledge

Foundational Knowledge describes the breadth of information and experiences needed to succeed in a globally interconnected world, and is achieved through the study of the arts, humanities, mathematics, natural sciences, and social sciences. Upon completion of their studies at SU, students will demonstrate knowledge of the human experience, the physical world, and ways of knowing.

- a) **Knowledge of the Human Experience:** Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.
- b) **Knowledge of the Physical World:** Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.

## C. Personal, Social, and Cultural Responsibility

Personal, Social, and Cultural Responsibility integrates the knowledge, skills, and core values that allow students to learn, live, and lead effectively as scholars, employees, and active citizens. Upon completion of their studies at SU, students will show evidence of civic and community engagement, knowledge of emerging and global issues, a commitment to and knowledge of environmental sustainability, ethical reasoning, respect for inclusion and diversity, intellectual curiosity, intercultural competence, as well as be aware of issues of personal health and wellness.

- a) **Civic & Community Engagement:** Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify issues underlying public policy.
- b) **Emerging & Enduring Global Issues:** Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.
- c) **Environmental Sustainability:** Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.
- d) **Ethical Reasoning:** Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.
- e) **Inclusion & Diversity:** Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.
- f) **Intellectual Curiosity:** Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
- g) **Intercultural Competence:** Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.
- h) **Personal Health & Wellness:** Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.

**Appendix E. EXAMPLE Assessment Action Plan**

Action Steps	Assigned Responsibility	Budget	Start Date	Completion Date	Comments	Academic Year 2016-17 Updates
1. Create assessment committee for the program	Chair	n/a	Summer 2012	Summer 2012	Have at least one faculty member per discipline / course-type.	Created and set up a rotating schedule of service such that this is a sustainable committee with input and buy-in from all faculty. Counts towards departmental service load.
2. Assessment committee should create a draft of student learning outcomes (SLOs)	Assessment Committee chair and members	n/a	August 2012	November 2012	Send out to faculty list for review/comment.	Completed
3. Discussion of the draft of SLOs	Faculty	n/a	December 2012	December 2012	Large-scale comments/edits only	Great discussion – narrowed it down to four main outcomes and changed some to sub-outcomes. Also, we prioritized importance.
4. Revision of the SLOs	Assessment Committee chair and members	n/a	December 2012	January 2013		Quick turn-around because of quality of previous faculty discussion/agreement.
5. Faculty vote to accept the “final” version of the SLOs	Faculty	n/a	February 2013	February 2013	Minor-scale (e.g., grammar, word choice) edits only	100% acceptance of the goals with a few small word choice edits decided upon – uploaded these to the APR System so they will be uploaded to our program’s website. Also, discussion afterwards allowed us to align these SLOs with the University student learning goals and with program courses.
6. Develop comprehensive assessment plan and timeline detailing when and how each outcome (and sub-outcome) will be evaluated.	Assessment Committee chair and members	n/a	February 2013	May 2013	Present for comment at Faculty Meeting	Faculty accepted the assessment plan and timeline. It included assessing one outcome per academic year on a rotating cycle. A method for data collection and analysis for each outcome was decided and will start in AY13-14. Also, during the AY the results of the current (or previous AY, depending on time intensiveness of data analysis and reporting) results will be disseminated at Faculty Meetings and decisions about next steps for improving the program will be discussed. Also, every 7 years, in alignment with APR schedule, faculty will review and revise the program’s SLOs and edit the assessment method accordingly.