Student Learning Assessment Management System

https://prd-stem.temple.edu/slam

Assessment Committee Member (ACM) Directions

Familiarizing yourself with the ACM homepage:

- 1. Enter your AccessNet login information and press "Login" to access your ACM homepage.
- Select the school or college for which you are an ACM from the dropdown menu on the left.
 *Note: if you are an ACM for multiple colleges, all colleges to which you are assigned should appear in the dropdown menu.

| 4 🗸 |
|-----------------------|
| ad Faculty Assignment |
| ea |

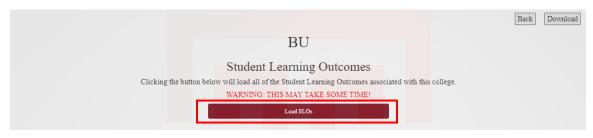
3. Select the current academic year from the dropdown on the right. In the future, you will also be able to view assessment reports from previous years by selecting that academic year from this dropdown menu.

| 0 | Student Learning Asses | ssment Management | |
|----------------------------------|------------------------|-----------------------------------------|--|
| All Colleges | · · | 2023-2024 🗸 | |
| Search Lead Faculty by AccessNet | Search Lead F | Faculty Confirm Lead Faculty Assignment | |

4. The center button can be used to View College SLOs (Student Learning Outcomes).

| 0 | Student Learn | ing Assessment M | <mark>lanage</mark> ment |
|----------------------------------|---------------|---------------------|---------------------------------|
| Business & Mngmnt, Fox School | ~ | View College SLOs | 2023-2024 🗸 |
| Search Lead Faculty by AccessNet | | Search Lead Faculty | Confirm Lead Faculty Assignment |

a. A pop-up window will appear. Click the "Load SLOs" button to view the SLOs for your school or college.



b. In this screen, you can see all Student Learning outcomes for the entire college. They are organized by program name. Use the eye icon on the right to view the full text of each individual SLO.

| | | | | | | | Back |
|------------------|--------------------------|--------------------|------------------------|-----------|-----------------------------------------------------------|------------------------|--------------|
| | | | | BU | | | |
| | Clickir | ig the button belo | w will load all of the | Student I | g Outcomes Learning Outcomes associa AKE SOME TIME! | ted with this college. | |
| Program ∎D | Program Description + | SLO Name + | Last Assessed | ¢ | Modified By ¢ | Modified Date | * View SLO * |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 1 | No Data | | No Data | No Data | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 2 | 2017-2018 | | No Data | No Data | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 3 | No Data | | No Data | No Data | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 4 | No Data | | No Data | No Data | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 5 | 2017-2018 | | No Data | No Data | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 6 | No Data | | No Data | No Data | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 1 | 2018-2019 | | No Data | No Data | ۲ |

- c. If the SLOs have been modified, you can see who modified them and when.
- d. Select the "Download" button to download an excel file with the college's SLOs.
- e. Select the "Back" button to return to the previous page.

| | | | | BU | | | | | Back |
|------------------|--------------------------|--------------------|------------------------|-----------|----------------------------------------------------|---|--------------------|-----|-----------|
| | Clicki | ng the button belo | w will load all of the | Student L | g Outcomes earning Outcomes a AKE SOME TIME! | | with this college. | | |
| Program ID + | Program Description + | SLO Name + | Last Assessed | ¢ | Modified By | ¢ | Modified Date | ¢ ۷ | iew SLO 🕈 |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 1 | No Data | | No Data | | No Data | | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 2 | 2017-2018 | | No Data | | No Data | | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 3 | No Data | | No Data | | No Data | | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 4 | No Data | | No Data | | No Data | | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 5 | 2017-2018 | | No Data | | No Data | | ۲ |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 6 | No Data | | No Data | | No Data | | 3 |
| BU-ACCN- MACC | ACCOUNTANCY | SLO 1 | 2018-2019 | | No Data | | No Data | | ۲ |

Assigning Lead Faculty Members to Programs to Complete Reports:

*Note: have your list of faculty AccessNet usernames available.

- 1. Scroll down the homepage to view all programs. Select the click box to the left of the program name to which you would like to assign faculty.
 - a. If a faculty member will be assigned to multiple programs, click the box next to each program to assign the faculty to all programs at once.

| Below is th | gned Assess the list of assessment repo D in the "Program" colur | orts for wh | - | | nent Planning Committee Member | . To view an Ass | sessment Report for a | degree grant | ing program, click on th | ie |
|-------------|------------------------------------------------------------------------|-------------|----------|-------------|--------------------------------|------------------|-----------------------|--------------|--------------------------|----|
| Program Des | cription | | | Status | | | Faculty Assigned | | | |
| Search Pro | grams | | | All Statuse | 3 | ~ | Search Faculty | | | |
| | | | | | | | | | | |
| | Program | ¢ | Degree | \$ | Program Description | \$ | Lead Faculty | \$ | Status | ¢ |
| 0 | IR-ASMT-BA | | BACHELOR | | IRA Assessment BA | | | | ACM Confirmed | |
| | IR-ASMT-MED | | MASTER | | IRA Assessment MED | | | | ACM Confirmed | |
| | IR-ASMT-PHD | | DOCTORAL | | IRA Assessment PHD | | | | ACM Confirmed | |
| | IR-DAR-BA | | BACHELOR | | IRA DAR BA | | | | ACM Confirmed | |
| | IR-DAR-PhD | | DOCTORAL | | IRA DAR PhD | | | | ACM Confirmed | |
| | IR-EXAM-MED | | MASTER | | IRA EXAM MED | | | | ACM Confirmed | |

2. Return to the top of the page and find the search box labeled "Search Faculty by AccessNet".

| 0 | Student Learning Assessme | ent Management |
|----------------------------------|---------------------------|---------------------------------|
| All Colleges | · · | 2023-2024 🗸 |
| Search Lead Faculty by AccessNet | Search Lead Faculty | Confirm Lead Faculty Assignment |

- 3. In this box, type in the desired faculty member's AccessNet username. Press "Search Lead Faculty."
- 4. The faculty's name, email, AccessNet username and selected programs should appear in the dialogue box. Press "Confirm."

| Are you sure you want to assign the following faculty member to the selected programs and email the faculty notifying of the assignment? | × |
|---------------------------------------------------------------------------------------------------------------------------------------------|---|
| Lynne Yang xiaoling.yang@temple.edu tuq85850 IR-ASMT-BA, IR-ASMT-MED | |
| Cancel Confirm | |

- 5. You will then see that the "Lead Faculty" column has been updated with the faculty name to the right of the Program Description.
- 6. You will also notice that the status for that program has been updated to "Not Started", indicating that the responsible faculty is now able to login to complete the report.

| Below i | igned Assess s the list of assessment report n ID in the "Program" colur | orts for wh | * | | nent Planning Committee Member. | To view an Ass | essment Report for a | degree gran | ting program, click on tl | 'ne |
|---------|--------------------------------------------------------------------------------|-------------|----------|-------------|---------------------------------|----------------|----------------------|-------------|---------------------------|-----|
| Program | Description | | | Status | | | Faculty Assigned | | | |
| Search | Programs | | | All Statuse | 5 | ~ | Search Faculty | | | |
| | | | | | | | | | | |
| | Program | ¢ | Degree | ÷ | Program Description | ÷ | Lead Faculty | ÷ | Status | ÷ |
| | IR-ASMT-BA | | BACHELOR | | IRA Assessment BA | | Lynne Yang | | Not Started | |
| 0 | IR-ASMT-MED | | MASTER | | IRA Assessment MED | | Lynne Yang | | Not Started | |
| | IR-ASMT-PHD | | DOCTORAL | | IRA Assessment PHD | | | - | ACM Confirmed | |
| | IR-DAR-BA | | BACHELOR | | IRA DAR BA | | | | ACM Confirmed | |
| | IR-DAR-PhD | | DOCTORAL | | IRA DAR PhD | | | | ACM Confirmed | |
| | IR-EXAM-MED | | MASTER | | IRA EXAM MED | | | | ACM Confirmed | |

7. If at any time you wish to change the Leas Faculty Member, simply follow steps 1-6 again.

Completing Reports as a Faculty Member

*Note: as an ACM, you have access to the "Faculty" tab. This ensures that you can see the same pages as faculty. You may be a Lead Faculty Member in addition to being an ACM, or you may wish to use this tab to assist your faculty with logistical issues or to support faculty with accessibility needs. Faculty members can only see the programs to which they are assigned to review, as an ACM, you can see all programs for which you are an ACM.

1. Click on the "Faculty" tab at the top of the page.

| SLAM ACM Faculty | | Lynne Yang Logout |
|----------------------------------|--------------------------------------------|-------------------|
| All Colleges | Student Learning Assessment Management | |
| Search Lead Faculty by AccessNet | Search Lead Faculty Confirm Lead Faculty A | ssignment |

- 2. Select the appropriate school or college from the dropdown menu on the left.
- 3. Check to ensure you are in the correct academic year, as shown in the dropdown menu on the right.

4. You can search for programs using the search boxes and dropdown menus above the list of programs. You may choose to search by Program name, Status of the report or faculty member.

| Search Program | ns | | | | All Statuses | T | Search Faculty | | | |
|----------------|-------------|---|--------|---|---------------------|---|------------------------|---|-------------|--|
| 0 | Program | • | Degree | ٠ | Program Description | • | Responsible Faculty | ٠ | Status | |
| • | IR-ASMT-BA | | BA | | IRA Assessment BA | | Jodi Levine Laufgraben | | In Progress | |
| | IR-ASMT-MED | | MED | | IRA-Assessment-MED | | Jodi Levine Laufgraben | | Not Started | |
| | IR-ASMT-PHD | | PHD | | IRA Assessment PhD | | Jodi Levine Laufgraben | | Not Started | |

5. Click the Program name on the left.

| Search Program | ms | | | | All Statuses | | Search Faculty | | | |
|----------------|-------------|---|--------|---|---------------------|---|------------------------|---|-------------|---|
| | Program | ٠ | Degree | ٥ | Program Description | • | Responsible Faculty | ٠ | Status | ¢ |
| 0 | IR-ASMT-BA | | BA | | IRA Assessment BA | | Jodi Levine Laufgraben | | In Progress | |
| | IR-ASMT-MED | | MED | | IRA-Assessment-MED | | Jodi Levine Laufgraben | | Not Started | |
| | IR-ASMT-PHD | | PHD | | IRA Assessment PhD | | Jodi Levine Laufgraben | | Not Started | |

- 6. To complete a report:
 - a. Note the due date in red capital letters at the top of the screen.
 - b. Read the directions that appear in the box under Due Date.



- c. Complete Section 1: Adding Additional Faculty Members
 - i. In this section, a Lead Faculty Member can assign additional faculty to help complete the report. While additional faculty are welcome to contribute to the report, only the Lead Faculty Member is able to submit the report.

| Section 1: Faculty assigned to this assessment r | eport | |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------|
| Lead Faculty Member As an admin, you will be responsible for submitting the report. You may add additional faculty mem final report. | | lead faculty member is the only one who can submit the |
| | Lead Faculty Member | |
| | Jodi Levine Lauf <mark>graben</mark> | |
| Additional Faculty Members You can allow additional faculty members to review and add information to this assessment report. | | |
| Addi | tional Faculty Members | Remove |
| | Gina L. Calzaferri | 0 |
| | Assign | Additional Faculty |

d. Complete Section 2: Student Learning Outcomes

*Note: If your program has completed Assessment Reports in the past, we have attempted to pre-load your program-level SLOs into this system. Please ensure that the pre-loaded SLOs are complete and updated. For new programs, you will need to add SLOs individually.

| ion 2: Student Learning | ; Outcomes (SLOs) * | and made and a second second second | | |
|-------------------------|------------------------------------------------|-------------------------------------|---------------|--------------|
| SLO Description | Last Assessed | Modified By | Modified Date | Edit / Remov |
| Communication | 2017-2018 | Gina L. C <mark>alzaferri</mark> | 9/18/2017 | ß |
| Creativity | There is no record of this SLO being assessed. | Gina L. Calzaferri | 9/18/2017 | G |
| Critical Thinking | 2017-2018 | Gina L. Calzaferri | 9/18/2017 | Ø |
| Presentation Skills | There is no record of this SLO being assessed. | David E. Griffith | 9/15/2017 | Ø |
| SLO5 | There is no record of this SLO being assessed. | Shana Levi-Nielsen | 9/13/2017 | Ø |
| Team Building | There is no record of this SLO being assessed. | David E. Griffith | 9/15/2017 | Ø |

i. To <u>edit</u> an SLO, click the red "Edit" button on the right.

- Change the abbreviated name for the SLO in the top text box. Preloaded SLOs have been given the names "SLO1, SLO2, etc." You will want to rename them with an abbreviated name that describes that individual SLO (i.e. "Presentation Skills" or "Critical Thinking"). You will need to refer to the SLOs using just the abbreviated name later in the report.
- 2. Describe the SLO in the large text box on the bottom. This should be the full text of the SLO, as it is written in program materials.
- 3. Click "Save Changes and Close" to return to the report page.

| Institutiona | al Research and Assessment IRA Ass Academic Year: 2017-2018 | sessment BA |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------|
| | DUE DATE: Appears/Here | |
| New Student Learning Outcome Please give an abbreviated name (two or three words) for this. (Example Please describe the content of this SLO. * | s include: critical thinking: written competency; research) * | |
| | | |
| Discard Changes and Close | | Save Changes and Close |

4. You will notice that the "Modified by" and "Modified Date" have been updated.

| tion 2: Student Learning | Outcomes (SLOs) * | | | |
|--------------------------|----------------------------------------------------------|--------------------|---------------|------------|
| | our SLOs have been pre-populated, please review the SLOs | | | |
| SLO Description | Last Assessed | Modified By | Modified Date | Edit / Rem |
| Communication | 2017-2018 | Gina L. Calzaferri | 9/18/2017 | Ø |
| Creativity | There is no record of this SLO being assessed. | Gina L. Calzaferri | 9/18/2017 | G |
| Critical Thinking | 2017-2018 | Gina L. Calzaferri | 9/18/2017 | Ø |
| Presentation Skills | There is no record of this SLO being assessed | David E. Griffith | 9/15/2017 | G |
| SLO5 | There is no record of this SLO being assessed. | Shana Levi-Nielsen | 9/13/2017 | Ø |
| Team Building | There is no record of this SLO being assessed. | David E. Griffith | 9/15/2017 | ø |

ii. To <u>add</u> new SLOs, click the "Add New SLO" button at the bottom of the section.

| ion 2: Student Learning | Outcomes (SLOs) * | | | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------|---------------|--------------|
| all program level student learning outcomes. If y SLO Description | our SLOs have been pre-populated, please review the SLOs Last Assessed | and make any necessary edits. Modified By | Modified Date | Edit / Remov |
| Communication | 2017-2018 | Gina L. Calzaferri | 9/18/2017 | G |
| Creativity | There is no record of this SLO being assessed | Gina L. Calzaferri | 9/18/2017 | Ø |
| Critical Thinking | 2017-2018 | Gina L. Calzaferri | 9/18/2017 | Ø |
| Presentation Skills | There is no record of this SLO being assessed | David E. Griffith | 9/15/2017 | G |
| SLOS | There is no record of this SLO being assessed | Shana Levi-Nielsen | 9/13/2017 | G |
| Team Building | There is no record of this SLO being | David E. Griffith | 9/15/2017 | G |

- Give an abbreviated name for the SLO in the top text box. You will want to name them with an abbreviated name that describes that individual SLO (i.e. "Presentation Skills" or "Critical Thinking"). You will need to refer to the SLOs using just the abbreviated name later in the report.
- 2. Describe the SLO in the large text box on the bottom. This should be the full text of the SLO, as it is written in program materials.
- 3. Click "Save Changes and Close" to return to the report page.
- 4. You will notice that the new SLO now appears in the list within the section.

| Academic Ye | sessment IRA Assessment BA ar: 2017-2018 E: Appearts Here |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| New Student Learning Outcome Please give an abbreviated name (two or three words) for this. (Examples include: critical fluiding, written c | supperency; research) * |
| | |
| Discard Changes and Close | Save Changes and Close |

e. Complete Section 3: Specialized Accreditation *Note: this section only applies if your program has special accreditation. This does not include periodic program review. Skip this section if your program is not accredited.

| | Comments |
|--------------------------------------|-------------------------------|
| Section 3: Specialized Accreditation | |
| | Add Specialized Accreditation |

i. Click the "Add Specialized Accreditation" button. A new page will appear.

| Institutional Research & Assessment IRA Assessment BA Academic Year: 2023-2024 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DUE DATE: 12/1/2023 |
| Specialized Accreditation What is the next accreditation activity? Check all that apply. * Self-Study Visit |
| OAnnual Report Image: Constraint of the second se |
| Discard Changes and Close Save Changes and Close |

- ii. Choose the applicable accreditation activity (check all that apply).
- iii. As you click, a text box will appear. Type the academic year of the activity in the box.

| Specialized Accreditation What is the next accreditation activity? Check all that a | թթիչ. * | |
|----------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|
| Self-Study ♥Visit □Annual Report □Follow-up Report ♥Other | Visit Academic Year: * Other Description: * | 2016-2017 Describe Other Assessment Activity |

iv. Click "Save Changes and Close".

f. Complete Section 4: Completed Assessment Activities

| | | | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------|-------------------------|
| Section 4: Completed Assessment Activities | s for the Academic Year | 2022-2023* | _ |
| In this section, you will provide details about the completed program-level assessments | from the prior academic year. | | |
| Provide details about all completed program level assessments. Describe assessment(s), findings from the assessment(s), how you shared the findings, Report on going assessments. | and how you plan to use or have used the findings | for program improvement. | |
| Assessment Definitions: | | | |
| An "assessment activity" is the use of a direct (ex. portfolio review, review of studen forms) measure to assess program-level student learning outcomes. | t work with a rubric, national or local exam scores, | juried show, etc.) or indirect (ex. sur | rveys, student feedback |
| An "ongoing assessment activity" is an assessment that spans more than one academ program with only a small number of students may collect data for several years befor | - | and analyzed over more than one ye | ar. For example, a |
| Information from this section tells us if there is ongoing assessment of student learning Middle States and other reporting on assessment of student learning. This section provides e | | | from this section for |
| Be clear and complete. For example, if using a common acronym in your field, spell it Attach supporting documents at the end of the report (ex. assessment reports, reports o If you attach additional reports, synthesize the most important findings within the body | o <mark>f findin</mark> gs, cur <mark>riculum m</mark> ap, rubric, surveys, etc.). F | Reference the attachment(s) within th | ae body of the report. |
| Activity Name | Modified By | Modified Date | Edit / Remove |
| New Activity - AutoSaved | Lynne Yang | 9/11/2023 | 6 |
| | | Add Assessment Activity | |

- i. Click "Add Assessment Activity", this will open a new page with autosaving enabled. The page saves changes at every 5 minutes.
- ii. Select if this is a Direct or Indirect Assessment.
- iii. Select the SLOs assessed by this activity.

| | arch & Assessment IRA Assessment BA |
|---------------------------------------------------------------------------|-------------------------------------|
| | Academic Year: 2023-2024 |
| | DUE DATE: 12/1/2023 |
| | Assessment Activity |
| Select the SLOs assessed by this activity.* Communication | |
| Creativity Critical Thinking | |
| □Presentation Skills | |
| □Team Building □Test 8.25.21 | |
| Is this a Direct or Indirect Assessment Activity?* ODirect Indirect | |

- iv. In the first text box, give a brief name to the assessment activity.
- v. In the second box, fully describe the assessment method.
- vi. In the third box, explain the findings from the assessment.
- vii. In the fourth box, explain how you are using the findings.

| Examples: Capstone Final Project, Exit Su | neg, Portfolio) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | |
| | |
| | |
| | |
| | d to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.* |
| Example: A rubric aligned with all program | n level learning outcomes for the BA degree, was used to assess the final project in the capstone course.) |
| | |
| | |
| | |
| | |
| | |
| Vhat were the findings from this ass | essment?* |
| What were the findings from this ass Example: Results from an analysis of rubri | |
| Example: Results from an analysis of rubri | essment?* c cores showed that students' capacities for critical thinking [SLO1], written communication [SLO2], oral communication [SLO3] and problem solving (SLO3) met expectations, with 83% of stude (0%) of tudents scored at the "Meet Expectations" or higher level on quantitative literacy (SLO4) and utile baic tratitics (SLO6). Students had particular difficulty synthesizing quantitative dat |
| Example: Results from an analysis of rubri coring "Meets Expectation" or higher. Only | c scores showed that students' capacities for critical thinking [SLO1], written communication [SLO1], oral communication [SLO3] and problem solving [SLO3] met expectations, with 85% of stude 1 60% of students scored at the "Meets Expectations" or higher level on quantitative literacy [SLO4] and using basic statistics [SLO6]. Students had particular difficulty synthesizing quantitative da |
| Example: Results from an analysis of rubri coring "Meets Expectation" or higher. Only | c scores showed that students' capacities for critical thinking [S <mark>LO1], writ</mark> ten comm <mark>unication [</mark> SLO2], oral communication [SLO3] and problem solving [SLO5] met expectations, with 85% of studen |
| Example: Results from an analysis of rubri coring "Meets Expectation" or higher. Only | c scores showed that students' capacities for critical thinking [SLO1], written communication [SLO1], oral communication [SLO3] and problem solving [SLO3] met expectations, with 85% of stude 1 60% of students scored at the "Meets Expectations" or higher level on quantitative literacy [SLO4] and using basic statistics [SLO6]. Students had particular difficulty synthesizing quantitative da |
| Example: Results from an analysis of rubri coring "Meets Expectation" or higher. Only | c scores showed that students' capacities for critical thinking [SLO1], written communication [SLO1], oral communication [SLO3] and problem solving [SLO3] met expectations, with 85% of stude 1 60% of students scored at the "Meets Expectations" or higher level on quantitative literacy [SLO4] and using basic statistics [SLO6]. Students had particular difficulty synthesizing quantitative da |
| Example: Results from an analysis of rubri coring "Meets Expectation" or higher. Only | c scores showed that students' capacities for critical thinking [SLO1], written communication [SLO1], oral communication [SLO3] and problem solving [SLO3] met expectations, with 85% of stude 1 60% of students scored at the "Meets Expectations" or higher level on quantitative literacy [SLO4] and using basic statistics [SLO6]. Students had particular difficulty synthesizing quantitative da |
| Example: Resultz from an analysts of rubri coring "Meets Expectation" or higher. Only from journal articles and often did not unde | c scores showed that students' capacities for critical thinking [SLO1], written communication [SLO2], oral communication [SLO3] and problem solving [SLO3] met expectations; with 65% of student 60% of students scored at the "Meets Expectations" or higher level on quantitative literacy (SLO4] and uting basic statistics [SLO4]. Students had particular difficulty synthesizing quantitative da sciend when and how to use basic statistical analysis. Results from this analysis support similar findings in rubric analysis from previous years.) |
| Example: Results from an analysis of rubri coring "Meets Expectation" or higher Only from journal articles and often did not unde different of the second second second second second How are you using or planning to us | c scores showed that students' capacities for critical thinking [SLO1], written communication [SLO1], oral communication [SLO3] and problem solving [SLO3] met expectations, with 85% of stude 1 60% of students scored at the "Meets Expectations" or higher level on quantitative literacy [SLO4] and using basic statistics [SLO6]. Students had particular difficulty synthesizing quantitative da |
| Example: Results from an analysts of rubri cooring "Meets Expectation" or higher Only from journal articles and often did not unde different of the second second second second How are you using or planning to us- findings. | c scores showed that students' capacities for critical thinking [SLO]], written communication [SLO], oral communication [SLO3] and problem solving [SLO3] met expectations, with 55% of student 60% of students scored at the "Meet Expectations" or higher level on guaratiantic literacy [SLO4] and using basic statistics [SLO5]. Students had particular difficulty synthesizing quantitative dat scored when and how to use basic statistical analysis. Results from this analysis support similar findings in rubric analysis from previous years.) e the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of you |
| Example: Results from an analysts of rubri cooring "Meets Expectation" or highert Only Bom Journal articles and often did nos unde How are you using or planning to us findings.* Example: We are now requiring students to | c scores showed that students' capacities for critical thinking [SLO1], written communication [SLO2], oral communication [SLO3] and problem solving [SLO3] met expectations; with 65% of student 60% of students scored at the "Meets Expectations" or higher level on quantitative literacy (SLO4] and uting basic statistics [SLO4]. Students had particular difficulty synthesizing quantitative da sciend when and how to use basic statistical analysis. Results from this analysis support similar findings in rubric analysis from previous years.) |
| Example: Results from an analysts of rubri cooring "Meets Expectation" or higher Only from journal articles and often did not unde different of the second second second second How are you using or planning to us- findings. | c scores showed that students' capacities for critical thinking [SLO]], written communication [SLO], oral communication [SLO3] and problem solving [SLO3] met expectations, with 55% of student 60% of students scored at the "Meet Expectations" or higher level on guaratiantic literacy [SLO4] and using basic statistics [SLO5]. Students had particular difficulty synthesizing quantitative dat scored when and how to use basic statistical analysis. Results from this analysis support similar findings in rubric analysis from previous years.) e the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of you |
| Example: Results from an analysts of rubri cooring "Meets Expectation" or highert Only Bom Journal articles and often did nos unde How are you using or planning to us findings.* Example: We are now requiring students to | c scores showed that students' capacities for critical thinking [SLO]], written communication [SLO], oral communication [SLO3] and problem solving [SLO3] met expectations, with 55% of student 60% of students scored at the "Meet Expectations" or higher level on guaratiantic literacy [SLO4] and using basic statistics [SLO5]. Students had particular difficulty synthesizing quantitative dat scored when and how to use basic statistical analysis. Results from this analysis support similar findings in rubric analysis from previous years.) e the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of you |

- viii. Select all applicable parties that the assessment findings have been shared with by clicking the boxes, and then describe how the findings were shared.
- ix. Click "Save" if you wish to stay and continue, click "Save Changes and Close" to finish and return.

| With whom and how did you share findings from this assessment? Check the box next to the person group(s) with whom you shared the findings and don't forget to tell us HOW you shared the data with them.* (Example of HOW you shared findings: Shar |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please provide how you shared your findings with faculty: • |
| Students in the Program |
| Department Chair |
| |
| □School/College Dean |
| □School/College Administration |
| DEmployers, Accreditors, or other External Community Members |
| Other |
| |
| Discard Changes and Close Save Save Changes and Close |

- x. When you return to the main report screen, you will notice that your Completed Assessment Activity now appears under Section 4. Anything that is incomplete will appear in red.
- xi. Repeat steps i-ix to add each completed or assessment completed (or started) the prior academic year.

g. Complete Section 5: Planned Assessment Activities

| | | | Comments |
|--------------------------------------------------------------------------------|----------------------------|---------------------------------|---------------|
| Section 5: Planned Assessment Activities * | _ | _ | _ |
| There are no planned assessment activities specified. Please add one. | | | |
| | Modified By | Modified Date | Edit / Remove |
| There is no Planned Assessm <mark>ent Acti</mark> vity speci <mark>fied</mark> | for this degree granting p | rogram. | |
| | | | |
| | | Add Planned Assessment Activity | |

- i. Click "Add Assessment Activity", this will open a new page enabled will autosaving. **The page saves changes at every 5 minutes.**
- ii. At the top of the page, the SLOs appear for your reference. View the complete SLO by clicking the "View SLO" box on the right.

| | Planned As | ssessment for Academic Yea | ır: 2023-202 <mark>4</mark> | |
|--------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------|
| | | DUE DATE: 12/1/202 | 3 | |
| | Pl | anned Assessment Acti | vity | |
| hat direct and indirect (survey) activ | vities are planned for your program in t | | .vity | |
| | | | | |
| fer to the following SLOs as you fill | out the tables below | | | |
| fer to the following SLOs as you fill SLO Name | out the tables below Last Assessed | Modified By | Modified Date | View |
| | | Modified By Gina L. Calzaferri | Modified Date 8/23/2023 6:45:39 PM | View R View SLO |
| SLO Name | Last Assessed | | | |
| SLO Name Communication | Last Assessed 2021-2022 | Gina L. Calzaferri | 8/23/2023 6:45:39 PM | R View SLO |
| SLO Name Communication Creativity | Last Assessed 2021-2022 2023-2024 | Gina L. Calzaferri Gina L. Calzaferri | 8/23/2023 6:45:39 PM 8/23/2023 6:45:39 PM | R View SLO |
| SLO Name Communication Creativity Critical Thinking | Last Assessed 2021-2022 2023-2024 2021-2022 | Gina L. Calzaferri Gina L. Calzaferri Gina L. Calzaferri | 8/23/2023 6:45:39 PM 8/23/2023 6:45:39 PM 8/23/2023 6:45:39 PM | View SLO View SLO View SLO |

iii. Use the check boxes to select the types of *direct* assessment activities you are planning for the upcoming year.

| SLOs | None Planned | Portfolio | Practicum, Internship, Other Field Placement | Clinical Evaluations | Student Work in Capstone WITH Rubric | Student Work in Capston WITHOUT Rubric | Student Work WITH Rubric in 1 or More Courses | Student Work WITHOUT Rubric in 1 or More Courses | Final Paper, Thesis, or Dissertation | National or Board Exam | Local Test or Exam | Juried Show, Performance, or Critique | Oral Presentation | Design Project | Group Project or Demonstration | Journal | Oth |
|---------------------|-----------------|-----------|----------------------------------------------------------|-------------------------|--------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------|---------------------------------|--------------------------|---------------------------------------------|----------------------|-------------------|--------------------------------------|---------|---------------------|
| Communication | 0 | | | 0 | 0 | 0 | D | o | | 0 | 0 | | 0 | | | | |
| Creativity | 0 | | | 0 | | 0 | | 0 | | 0 | 0 | | 0 | | | | |
| Critical Thinking | 0 | | | 0 | | 0 | | 0 | | 0 | | | 0 | | | | ♂ dnjkwee |
| Presentation Skills | | 0 | 0 | | | D | D | D | 0 | D | | 0 | | 0 | 0 | | 0 |
| Team Building | | | | | | | | | | | | | | 0 | | | 0 |
| Test 8.25.21 | | 0 | 0 | | | | D | | 0 | D | | | | 0 | 0 | | 0 |
| | • | | | | | | | | | | | | | | | | |

- iv. In the next portion, use the check boxes to select the types of *indirect* assessment activities you are planning to use for specific SLOs during the upcoming year.
- v. If you would like more information about the differences between direct and indirect assessment methods, please refer to the resources on the IRA website.

| SLO ₅ | None Planned | Current Student Survey | Graduating Student Survey | Alumni Survey | Employer Survey | Focus Groups | SFFs | Other |
|-------------------------|-------------------------|------------------------|---------------------------|---------------|-----------------|--------------|------|-------|
| Communication | D | | | 0 | | | 0 | 0 |
| Creativity | D | | | 0 | | | 0 | 0 |
| Critical Thinking | D | 0 | | | | | | |
| Presentation Skills | | | | | | | | |
| Team Building | | | | 0 | | | | |
| Test 8.25.21 | | | | o | | D | | |
| | | | _ | _ | _ | | | |
| y describe the indirect | assessment activities y | ou checked above. | | | | | | |

- vi. Select all applicable outcomes/achievement measures you are planning to monitor by clicking the boxes.
- vii. Use the text box at the bottom to describe any other assessment activities, or anything else you would like to share about plans for the upcoming year.
- viii. Click "Save" to save your edit and stay in this page, click "Save Changes and Close" to finish and return to main page.

| What outcome/achievement measures are you planning to monitor this year? * |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Retention Rate |
| SCPA |
| Post Graduate Admission |
| Craduation Rate |
| □Job Placement |
| Board Scores de la construction de la const |
| |
| Research Activity and a second se |
| ©Other Solution (1997) |
| lease provide the other measure: * |
| |
| None Planned |
| |
| |
| Describe below any other assessment activity you have planned for the upcoming year and/or an assessment activity you would like to explain in more detail. |
| Assessment activity description |
| |
| |
| Discard Changes and Close Save Save Changes and Close |
| |

- ix. When you return to the main report screen, you will notice that your Planned Assessment Activities now appear under Section 5. Anything that is incomplete will appear in red.
- h. Complete Section 6, if necessary

*Note: Any supporting documents uploaded here should be explained in detail elsewhere in the report. These documents are meant to support other information provided in the report, rather than to stand alone.

| Section 6: Upload Supp | orting Docume | ents | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------|--------|
| Attach copies of any assessment documents you w Please make sure there are no special characters in Choose File ALEKS_PPer_2020.pdf | | | |
| Download Document | Name | • Туре | Remove |
| There are | no Supporting Documents uploa | ded for this degree granting program. | |

- i. Click the "Choose File" button to upload any supporting documents.
- ii. Use the dropdown menu to select the appropriate category for the document.
- i. When you are ready, complete the assessment report by clicking the "Submit Report" button.



- i. If you are returned to the same page, review the report to ensure it is complete. You are unable to submit partially completed reports.
- ii. All the incomplete sections are indicated below the due date and clicking those takes you to the section which is incomplete.



- iii. Your submitted report will be sent to your ACM for review and comments.
- 7. Upon returning to the homepage, you will notice that the status of the report has been updated to "ACM Review"

| Program Description | | | | | Status | Faculty Assigned | | |
|---------------------|-------------|---|--------|---|---------------------|---------------------------|--------------|---|
| Search Programs | | | | | All Statuses | • Search Faculty | | |
| | Program | ٠ | Degree | ٠ | Program Description | \$ Responsible Faculty | \$ Status | , |
| | IR-ASMT-BA | | BA | | IRA Assessment BA | Jodi Levine Laufgraben | In Progress | |
| | IR-ASMT-MED | | MED | | IRA-Assessment-MED | Jodi Levine Laufgraben | ACM Review | |
| | IR-ASMT-PHD | | PHD | | IRA Assessment PhD | Jodi Levine Laufgraben | In Progress | 1 |

- 8. If the ACM suggests revisions, the report will be sent back to you for edits. The status will then appear as "In Progress" again.
 - i. Once the ACM accepts the report, it will be sent to university leadership for further review and approval.

Reviewing and Commenting on Reports Submitted by Faculty

1. Return to the ACM home page by clicking the "ACM" button in the top left corner of the screen.

| SLAM ACM Faculty | | Lynne Yang Logout |
|----------------------------------|----------------------------------------------|-------------------|
| All Colleges | Student Learning Assessment Management | |
| Search Lead Faculty by AccessNet | Search Lead Faculty Confirm Lead Faculty Ass | ignment |

- 2. Below the "Assigned Assessment Reports" header, you will see three boxes. These boxes give you three ways to look up reports:
 - a. By program (type in the box and press enter)
 - b. By report status (use the drop down menu)
 - c. By the responsible faculty member (type in the box and press enter)

| Search Program | ms | | | A | 11 Statuses | ¥ | Search Faculty | | |
|----------------|-------------|---|--------|---|---------------------|----|------------------------|--------------|--|
| | Program | ¢ | Degree | ¢ | Program Description | \$ | Responsible Faculty | \$ Status | |
| 0 | IR-ASMT-BA | | BA | | IRA Assessment BA | | Jodi Levine Laufgraben | In Progress | |
| | IR-ASMT-MED | | MED | | IRA-Assessment-MED | | Jodi Levine Laufgraben | Not Started | |
| | IR-ASMT-PHD | | PHD | | IRA Assessment PhD | | Jodi Levine Laufgraben | Not Started | |

- 3. To find reports that have been sent to you for review, select "ACM Review" from the status drop down menu.
- 4. Reports with the status "ACM Review" will then appear. Click the red text of the program you'd like to review on the left side.

| d Assessme | ent Re | ports | | | | | | | | |
|-------------|------------------------------------------|-----------------------------------------------------|--------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | - | l Assessn | ient Planning Committee Member. To view an A | Assessment Report for | r a degree | granting program, click on the | Program ID in t | he "Program" column. | |
| | | | | | | | | | | |
| n | | | | Status | | | Faculty Assigned | | | |
| | | | | ACM Review | | ٣ | Search Faculty | | | |
| Program | ÷ | Degree | ¢ | Program Description | • | | Responsible Faculty | ÷ | Status | ¢ |
| IR-ASMT-MED | | MED | | IRA-Assessment-MED | | | Jodi Levine Laufgraben | | ACM Review | |
| 0 | of assessment reports fo a Program | of assessment reports for which you a Program | n Program | of assessment reports for which you are the assigned Assessm a Program • Degree • | of assessment reports for which you are the assigned Assessment Planning Committee Member. To view and a Status ACM Review Program • Degree • Program Description | of assessment reports for which you are the assigned Assessment Planning Committee Member. To view an Assessment Report fo a Status ACM Review Program • Degree • Program Description • | of assessment reports for which you are the assigned Assessment Planning Committee Member. To view an Assessment Report for a degree a Status ACM Review Program Degree Program Description | of assessment reports for which you are the assigned Assessment Planning Committee Member. To view an Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for a degree granting program, click on the Assessment Report for | of assessment reports for which you are the assigned Assessment Planning Committee Member. To view an Assessment Report for a degree granting program, click on the Program ID in the Active of Active Assessment Report for a degree granting program, click on the Program ID in the Active Active Assessment Report for a degree granting program, click on the Program ID in the Active Active Assessment Report for a degree granting program, click on the Program ID in the Active Acti | of assessment reports for which you are the assigned Assessment Planning Committee Member. To view an Assessment Report for a degree granting program, click on the Program ID in the "Program" column. |

5. You will see the SLOs for the program and then the Supporting Documents for the report. To view the report, click the button at the bottom of the page labeled "View Degree Program Assessment Report".

| SLO Name | Last Assessed | Modified Date | View |
|-------------------|---------------------------------------------------------|----------------------|----------|
| Creativity | 2017-2018 | 9/15/2017 3:31:23 PM | R |
| Critical Thinking | There is no record of this SLO being assessed. | 9/15/2017 3:31:07 PM | R |
| SLO3 | There is no record of this SLO being assessed. | 9/15/2017 3:18:36 PM | R |
| SLO4 | There is no record of this SLO being assessed. | 9/15/2017 3:19:21 PM | R |
| SLO5 | There is no record of this SLO being assessed. | 9/15/2017 3:19:30 PM | R |
| | | | |
| ting docs here | | | |
| Document Name | Document Type | I | Download |
| | There are no supporting documents's for this Assessment | | |
| | | | |

6. Once you open the report, you will notice that each section has a "Comments" button in the upper-right-hand corner. To make comments on a section, click this button.

| | Student Learning Outcomes | | | |
|-------------------|------------------------------------------------|--------------------|---------------|--|
| SLO Description | Last Assessed | Modified By | Modified Date | |
| Creativity | 2017-2018 | Kelly E. Butts | 9/15/2017 | |
| Critical Thinking | There is no record of this SLO being assessed. | Kelly E. Butts | 9/15/2017 | |
| SLO3 | There is no record of this SLO being assessed. | Shana Levi-Nielsen | 9/15/2017 | |
| SLO4 | There is no record of this SLO being assessed. | Shana Levi-Nielsen | 9/15/2017 | |
| SLO5 | There is no record of this SLO being assessed. | Shana Levi-Nielsen | 9/15/2017 | |

Note: You can make multiple comments on a section but be sure to be clear about which part of the section you are referring to. The comments are connected to the section, not directly to the text. You can also use the comments feature to leave notes for future years.

7. Once you have reviewed all the sections in the report, scroll down to the bottom of the page. You will see two large buttons.



- a. If you would like to approve the report and send it to university leadership for further review, click the green "Approved" button.
- b. If you would like to send the report back to the Responsible Faculty Member for revisions, press the red "Not Approved" button.
- 8. Upon returning to the homepage, you will notice that the status of the report has changed.

a. If you approved the report, the status would appear as "Complete." You can still view the completed report, and make comments, but you cannot submit it again.

| rogram Description | | College Description | | ACM Assigned | | Status | | | |
|---------------------|-------------|-----------------------|---------------------|---------------------------------------|------------|---------------------------------|------------------------|-------------|--------------------|
| Program Description | | | College Description | | Bearch ACM | | All Statuses 🔹 | | |
| | Program ♦ | Program Description 🗘 | College \$ | College Description | ¢ Degree ¢ | Assessment Committee Member 🗘 🕈 | Responsible Faculty + | Status 🗢 | Inactivate Program |
| | IR-ASMT-BA | IRA Assessment BA | IR | Institutional Research and Assessment | BA | Kelly E. Butts | Jodi Levine Laufgraben | In Progress | Ê |
| | IR-ASMT-MED | IRA-Assessment-MED | IR | Institutional Research and Assessment | MED | Kelly E. Butts | Jodi Levine Laufgraben | Complete | a |
| | | IRA Assessment PhD | IR | Institutional Research and Assessment | PHD | Kelly E. Butts | Jodi Levine Lauforaben | In Progress | Ê |

b. If you did not approve the report, it has been sent back to the Lead Faculty Member and will appear as "In Progress" in the status column.