1. What student learning outcomes were assessed this year, and why?

<table>
<thead>
<tr>
<th>Program Score</th>
<th>Value</th>
<th>Demonstrated Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>Outcomes are written in clear, measurable terms and include knowledge, skills, and attitudes. All outcomes are linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Outcomes are written in clear, measurable terms and include knowledge, skills, <em>and</em> attitudes. Some outcomes are linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Outcomes are written in clear, measurable terms and include knowledge, skills, <em>or</em> attitudes. Outcomes may be linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Some outcomes may be written as general, broad, or abstract statements. Outcomes include knowledge, skills, <em>or</em> attitudes. Outcomes may be linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Outcomes are not identified.</td>
</tr>
</tbody>
</table>

Comments:
Attitudes were not assessed
2. **How were they assessed?**
   a. **What methods were used?**
   b. **Who was assessed?**
   c. **When was it assessed?**

| Guidelines for Assessing a Program's Reporting of Assessment Methods (Target = 2) |
|---------------------------------|---------------------------------|
| **Program Score** | **Value** | **Demonstrated Characteristics** |
| 1 | 4 | A variety of methods, both direct and indirect are used for assessing each outcome. Reporting of assessment method includes population assessed, number assessed, and when applicable, survey response rate. Each method has a clear standard of mastery (criterion) against which results will be assessed. |
| 3 | Some outcomes may be assessed using a single method, which may be either direct or indirect. All assessment methods are described in terms of population assessed, number assessed, and when applicable, survey response rate. Each method has a clear standard of mastery (criterion) against which results will be assessed. |
| 2 | Some outcomes may be assessed using a single method, which may be either direct or indirect. All assessment methods are described in terms of population assessed, number assessed, and when applicable, survey response rate. Some methods may have a clear standard of mastery (criterion) against which results will be assessed. |
| 1 | Each outcome is assessed using a single method, which may be either direct or indirect. Some assessment methods may be described in terms of population assessed, number assessed, and when applicable, survey response rate. Some methods may have a clear standard of mastery (criterion) against which results will be assessed. |
| 0 | Assessment methods are nonexistent, not reported, or include grades, student/faculty ratios, program evaluations, or other “non-measures” of actual student performance or satisfaction. |

**Comments:**

- Please list the number of students assessed with each method.
- Many methods of assessment were listed but the standard of mastery only lists: (1) course grades, (2) GPA, (3) WEST-E scores, and (4) some outcomes list >60% of graduates become involved in professional development. For example, the method of assessment for goal 1 “Students will analyze family, community, and work interrelationships...” include (1) self-analysis, discussions, etc. But there were no outcomes directly related to those assessments.
3. **What was learned (assessment results)?**

<table>
<thead>
<tr>
<th>Guidelines for Assessing a Program’s Reporting of Assessment Results <em>(Target = 2)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Score</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Comments:**

GPAs and WEST-E scores are very general outcomes.

4. **What will the department or program do as a result of that information (feedback/program improvement)?**

<table>
<thead>
<tr>
<th>Guidelines for Assessing a Program’s Reporting of Planned Program Improvements <em>(Target = 2)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Score</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Comments**

Need specific statements / plans on how the program will be improved.
5. **How did the department or program make use of the feedback from last year’s assessment?**

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<thead>
<tr>
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<th>Demonstrated Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>Discussion of feedback indicates that assessment results and feedback from previous assessment reports are being used for long-term curricular and pedagogical decisions.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Discussion of feedback indicates that assessment results and feedback from previous assessment reports are acknowledged.</td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td>This is a first year report.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>There is no discussion of assessment results or feedback from previous assessment reports.</td>
</tr>
</tbody>
</table>

**Comments:**