Definition of a program: A curriculum pathway authorized by ORU faculty members that leads students to degree completion (for ORU usually equals major courses plus concentration, strand, or track)

Program Name:

Assessment Coordinator:

Due December 1, 2020:

For each active academic program, verify the following.
- A folder for each of your programs is present in your "I-drive" under HLC/HCL2022_As/1-Assessment rubrics – 2020/[College folder]/[Department folder]/[Program folder]
- Review the Excel document and notes
- In each program folder, open the "Rubrics" folder and verify the presence of all of the rubrics for each program outcome
- Known missing rubrics have a "placeholder" file present to request the correct rubric
- Upload any missing rubrics using the standard rubric format

Online Programs
A. Deans, department chairs, and department assessment coordinators identify **critical** online courses for each department that will yield the department's best data.
B. Coordinators work with the course faculty to determine if the residential course's rubric is appropriate for use in the online course.
C. Try to identify courses in which the rubric will need little to no revision
D. If revisions are needed, work with the course faculty member to revise it
E. Upload rubric into the Department's folder

Online Courses:

Course Name	Rubric Name	Revisions Needed	No Revisions Needed	Rubric is uploaded

---

Due February 14, 2021:

1. Number of Majors (students):

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020

2. Upload a listing of Program Discipline-Specific Student Learning Outcomes to the "Outcomes" folder in the program folder:
1.
2.
3.
4. Etc.

Due August 20, 2021

3. Description of the artifacts
- *Artifact definition*: an assignment students are asked to complete. Artifacts are primary evidence that program faculty members use to evaluate student achievement of outcomes.
- Describe what the students are expected to demonstrate. This is usually communicated by the assignment instructions, rubric, checklist, etc.

Artifact Descriptions (Example)
Format: Name of Artifact (Course) Description.   1. **Psychology of Learning Term Paper** (PSY 322) Research, design, carry out, and report on a 3-week experiment that demonstrates an understanding and recognition of behavioral change using a specific learning theory or theories. Students demonstrate competency in information literacy using APA, tables, figures, and an annotated bibliography.   2. **History & Systems Presentation** (PSY 354) Communicate psychological theory and its use, while synthesizing principles of psychology and Biblical Christianity. Students demonstrate competence in using technology, creative presentation tools, and cultivating relevant APA references.

Artifact Descriptions
1.   **2.**   **3.**   etc.

4. Results of Primary Evidence: B.A. Psychology (Example: Data will be provided)

A. Program Outcome Report:

#	Program Outcome	2016 – 2017 Residential		2017 – 2018 Residential		2018 – 2019 Residential		2018 – 2019 Online		2019 – 2020 Residential		2019 – 2020 Online		2020 – 2021 Residential		2020 – 2021 Online	
		n	score	n	score	n	score	n	score	n	score	n	score	n	score	n	score
1.1	Knowledge Base in Psychology: Describe key concepts, principles, and overarching themes in psychology.																
1.2	Knowledge Base in Psychology: Develop a working knowledge of psychology's content domains.																
2.1	Scientific Inquiry and Critical Thinking: Use scientific reasoning to interpret psychological phenomena.																
2.2	Scientific Inquiry and Critical Thinking: Demonstrate psychology information literacy.																
3.1	Ethical and Social Responsibility in a Diverse World: Apply ethical standards to evaluate psychological science and practice.																
3.2	Ethical and Social Responsibility in a Diverse World: Adopt values that build community at local, national, and global levels.																
4.1	Communication: Demonstrate effective writing for different purposes.																
4.2	Communication: Exhibit effective presentation skills for different purposes.																
5.1	Professional Development: Apply psychological content and skills to career goals.																
5.2	Professional Development: Exhibit self-efficacy and self-regulation.																

B. Artifact Outcome Report: B.A. Psychology (Example: Data will be provided)

#	Artifact Outcome	2016 – 2017 Residential		2017 – 2018 Residential		2018 – 2019 Residential		Online		2019 – 2020 Residential		Online		2020 – 2021 Residential		Online	
		n	score	n	score	n	score	n	score	n	score	n	score	n	score	n	score
1	Exam Grade Rubric (PSY 201)																
2	12 Hours of Community Service (PSY 201)																
3	Physiological Psychology Term Paper (PSY 305)																
4	Psychology of Learning Term Paper (PSY 322)																
5	Research Design & Analysis — Article Critique Assignment (PSY 340)																
6	National Field Test (PSY 340)																
7	History & Systems Presentation (PSY 354)																
8	Research Proposal (PSY 401)																
9	Counselling Psychology Paper (PSY 411)																
10	Psychology Senior Paper (PSY 499)																

C. Criterion Outcome Report: B.A. Psychology (Example: Data will be provided)

Criterion Outcome	2016 – 2017 Residential		2017 – 2018 Residential		2018 – 2019 Residential		2018 – 2019 Online		2019 – 2020 Residential		2019 – 2020 Online		2020 – 2021 Residential		2020 – 2021 Online	
	n	score	n	score	n	score	n	score	n	score	n	score	n	score	n	score
PSY-BA-1-A-Topic Clarity and Construction																
PSY-BA-1-B-Coverage and Depth																
PSY-BA-2-A-Complexity and Originality of Topic																
PSY-BA-2-B-National Field Test Score																
PSY-BA-3-A-Critical Thinking																
PSY-BA-3-B-Synthesis																
PSY-BA-4-A-Literature Review Conceptualization and Problem Development																
PSY-BA-4-B-Professional Source Citation																
PSY-BA-5-A-Knowledge of Implementation of Ethical Principles in Research																
PSY-BA-5-B-Knowledge of Ethical Principles in the Helping Professions																
PSY-BA-6-A-Community Service																
PSY-BA-6-B-Multicultural Competency																
PSY-BA-7-A-APA Format																
PSY-BA-7-B-Written Expression																
PSY-BA-7-C-Organization and Thoughtfulness																
PSY-BA-8-A-Use of Learning Tools																
PSY-BA-8-B-Use of Technology																
PSY-BA-9-A-Career Application																
PSY-BA-9-B-Adapting to Complexity																
PSY-BA-10-A-Accessing Feedback																
PSY-BA-10-B-Time Management and Meeting Deadlines																
PSY-BA-11-A-Applying Christian Principles																
PSY-BA-12-A-Integration of Psychology and Faith																

D. ORU Whole Person Outcome Report: B.A. Psychology (Example: Data will be provided)

	ORU Whole Person Outcome	2016 – 2017 Residential		2017 – 2018 Residential		2018 – 2019 Residential		Online		2019 – 2020 Residential		Online		2020 – 2021 Residential		Online	
		n	score	n	score	n	score	n	score	n	score	n	score	n	score	n	score
1A	Biblical Literacy																
1B	Spiritual Formation																
2A	Critical Thinking, Creativity & Aesthetic Appreciation																
2B	Global & Historical Perspectives																
2C	Information Literacy																
2D	Knowledge of the Physical & Natural World																
3A	Healthy Lifestyle																
3B	Physically Disciplined Lifestyle																
4A	Ethical Reasoning & Behavior																
4B	Intercultural Knowledge & Engagement																
4C	Written & Oral Communication																
4D	Leadership Capacity																

Due September 30, 2021

5. **Description of the annual program review process** that program faculty members use to evaluate the results of the evidence to develop program improvements.

For each of the following questions:
  ➢ *Place any key documents that you reference in the folder with this document. Key documents may include:*
    o Meeting agenda (Dept., College, Assessment Day/Week, etc.)
    o Meeting minutes (Dept., College, Assessment Day/Week, etc.)
    o Annual accreditation reports (i.e. ABET, ACBSP, CAEP, NASM, ATS, CCNE, CSWE, etc.).
  ➢ *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
  ➢ *Describe when and how often.* Please describe the frequency of your activities

1. What is the *annual process and activities that contribute towards continuous improvement?* Examples may include:
   • Department/College meetings
   • Assessment Day/Week activities
   • Annual accreditation reports
   • External community stakeholder advisory board
   • Other initiatives

2. What process do you use to *implement your recommendations?*

3. How do you "close-the-feedback loop" and *review the effects of your changes*?

September 30, 2021

6. **How have the results of assessment directly affected program changes for the future?**

For each of the following questions:
  ➢ *Place any key documents that you reference in the folder with this document*
  ➢ *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
  ➢ *Describe when the activity took place*

1. Since 2016, *how have the results of assessment directly affected program changes for the future*?
   - Provide data used to support the need for improvement. Data may come from:
       i. ORU, program, artifact-rubric, and criterion line scores
       ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
   - Changes may have taken place in the following areas:
       i. Course content, artifacts, and rubrics
       ii. Instructional strategies, including a change in the use of technology
       iii. Sequencing or repetition of material in an individual course or as a whole program
       iv. Updating program outcomes
       v. Updating a curriculum map
       vi. Updating the program's master rubric
   - As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.
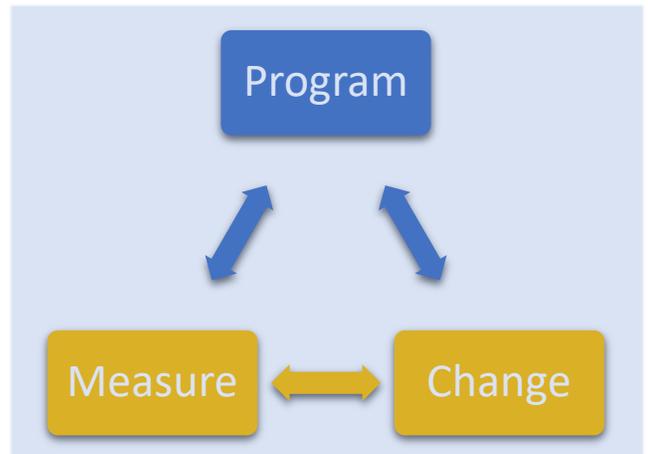
2. If you use *Senior papers/projects* they often provide rich data on student achievement. How do you tie the results from these artifacts back to changes for specific courses?

3. As applicable, describe how you've updated the program due to professional accreditation changes or reports, student surveys, alumni and stakeholder feedback, market trends, etc.

4. Describe any data-driven decisions that faculty members made to *open this program* since 2016. Please provide evidence of data informing the decision to open the program.

5. Describe your stakeholder participation from alumni, community members, businesses, other organizations, etc.
   - Who are they?
   - What feedback have you received?
   - How have you used the feedback for continuous improvement?

6. Describe any open questions that faculty members have concerning the program that they are *waiting on future data* to evaluate for decision-making.