**ASSESSMENT HANDBOOK**

**2019 - 2020**

**Institutional Assessment and Research Council**

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**KANSAS WESLEYAN UNIVERSITY  
100 East Claflin Avenue**

**Salina, Kansas 67401**

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**History and Mission**

### Brief History of Kansas Wesleyan University

In 1883, a group of concerned Methodist clergy and lay leaders met in Beloit and discussed the need for a higher education institution in central Kansas.  Kansas Wesleyan University was established in 1886 as a four-year liberal arts institution affiliated with the Methodist Church. The university has provided students with a faith-based, values-centered education in the liberal arts, sciences, and professional studies with relevance for a lifetime.

Today, Kansas Wesleyan University is divided academically into six divisions and 16 departments. Courses are offered for more than 30 undergraduate programs at the associate and baccalaureate level, programs for adults who wish to finish degrees, and the Master of Business Administration degree. The University is characterized by excellence within a caring environment, and we pride ourselves in our commitment to each individual student. The campus environment helps students prepare for the challenges in their personal and professional lives by living and studying with people from many backgrounds, by learning to relate responsibility to God and to others by achieving goals in a timely manner. The University maintains its relationship with the United Methodist Church and welcomes students of all faiths.

### Kansas Wesleyan University Mission

The mission of Kansas Wesleyan University is to promote and integrate academic excellence, spiritual development, personal well-being, and social responsibility.

Kansas Wesleyan University provides an educational program characterized by excellence, within a caring community, rooted in the liberal arts tradition. The call of the university is to develop both intellect and character, to stimulate creativity and discovery, to nurture the whole person - body, mind and spirit. Diversity is encouraged in curriculum, faculty, and students.

Kansas Wesleyan University prepares students not only for careers and professions but also for lifelong learning. The University equips its students for responsible leadership in their communities, for useful service in and to the world, and for stewardship of the Earth.

Kansas Wesleyan University provides a setting in which faith and learning are integrated; encounter with the Christian proclamation is an integral part of the life of the University. The University fosters the lively discussions of faith and values, encouraging students to develop a thoughtful personal worldview informed by the Christian tradition.

Kansas Wesleyan University serves the church, community, and the world by providing a variety of resources for educational, cultural, and spiritual enrichment. The aim of the University is to discover, to build, and to share a higher quality of life and a broader vision of the world.

# About the Institutional Assessment Research Council

The Institutional Assessment and Research Council (IARC) is appointed by the President. This council shall be composed of the President as the Chair (or designee); Assistant Provost; the Vice President and Executive Director of Student Development; the Director of Assessment; the Controller; Director of Student Success Center; at least three other faculty members (this number may vary pending anticipated assessment activities); and a member of the community. The primary function of the IARC is to coordinate and oversee the work of various sub-groups involving assessment across the institution and oversee the following functions:

1. Develop, administer, and monitor the assessment process for the institution, and assist all

institutional departments in their assessment activities.

1. Distribute appropriate assessment information to administration, faculty, and staff.
2. Coordinate and revise institution-wide assessment activities including, but not limited to,
   1. Criteria for Performance Excellence,
   2. Program Review,
   3. Institutional Surveys (NSSE, FSSE, student exit, course, advising, etc.), and
   4. Faculty Assessment Reports (Forms A-H)
3. Analysis, dissemination, and reporting of assessment information back to institutional members.
4. Monitor implementation of continuous improvement initiatives as a result of data analysis in all institutional Divisions, Departments, and/or Programs.
5. Maintain and continually update storage of all assessment instruments, assessment data, assessment outcomes, and assessment proposals in both electronic and hardcopy versions.
6. Lead and assist with professional development events of all assessment activities.

The intent is to improve coordination, training, and dissemination of the aforementioned assessment responsibilities. The IARC is required to provide regular reports at each Faculty meeting when data reports are finalized and submit an annual report to the President for each academic year by the end of May.

# What is Assessment?

The assessment of student learning is the number one way an institution can demonstrate institutional effectiveness. Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public, setting appropriate criteria and high standards for learning quality, systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance. Assessment helps create a shared academic culture dedicated to assuring and improving the quality of higher education.

It is important to note that though the data collected in the assessment process is derived from individuals, emphasis is on what and how the University is contributing to the learning, growth and development of students as a group. Assessment is not an evaluation of individual students, faculty, or staff. Defined in this manner, assessment asks the University to think about the following questions.

* What should students be learning and in what ways should they be growing?
* What are students actually learning and in what ways are they actually growing?
* What should the University be doing to facilitate student learning and growth?

Answering these questions enables the University to build stronger programs and better learning. It also helps improve communication on campus, leads to better administrative decisions and demonstrates accountability for accreditation purposes. Thus, the four main purposes of assessment are:

To **improve** - the assessment process should provide feedback to determine how the University can be improved.

To **inform** - the assessment process should inform faculty, staff and other decision-makers of the contributions and impact of their departments.

To **prove** - the assessment process should encapsulate and demonstrate to students, faculty, staff and outsiders what the University is accomplishing.

To **support** - the assessment process should provide support for campus decision-making activities such as program review and strategic planning, as well as external accountability activities such as accreditation.

# KWU’s Beliefs about Institutional Assessment

Assessment at KWU is based on nine beliefs that directly affect learner success:

1. The primary purpose of assessment at KWU is to create an environment that fosters academic excellence, spiritual development, personal well-being, and social responsibility. This is accomplished through an ongoing process of improvements in academic program structure, services offered to students and course content.
2. Assessment data is not used to evaluate the performance of individual students, faculty or departmental staff. The assessment data is used for the evaluation of programs, curricula and/or services that impact student learning and development.
3. The university is committed to the development and ongoing use of effective assessment activities. Therefore, the administration provides ongoing support for training and development activities related to assessment. These activities are open to all interested members of the university community.
4. The Institutional Assessment and Research Council annually reviews assessments processes and reports utilization of results from each program.
5. Assessment strategies, goals and objectives are reflective of the university’s priorities as expressed in the KWU mission statement.
6. Assessment of programs and departments includes multiple measures.
7. Results from assessment activities are integrated into the curriculum and student support services for program and department improvement.
8. Where appropriate, data gathering is conducted centrally in the Assessment Office and stored in the Assessment Dropbox. This reduces the burden of data collection and minimizes the cost to individual departments. The data is disaggregated and distributed to the appropriate programs. Data is available to University community on the intranet.
9. Assessment is an ongoing process and is continuously evaluated.

### Defining Student Learning Outcomes

Student learning outcomes transform the general program goals into specific student performance and behaviors that demonstrate student learning and skill development. Whereas goals are broad statements, learning outcomes are precise, specific and clear statements about the intended outcomes of your program. They should explicitly state the expected impact on a student’s learning, development and growth. These expectations should be clearly articulated so they are easily understood by external audiences such as students and employers.

Before creating your outcomes, it might be helpful to consider three questions:

1. For each of your goals, what are specific student behaviors, skills or abilities that would tell you this goal is being achieved?
2. Ideally and briefly, what would a skeptic need (evidence, behavior, etc.) to see that your students are achieving the major goals you have set out for them?
3. In your experience, what evidence tells you when students have met these goals - how do you know when they are “getting” it?

### Developing Student Learning Outcomes

In developing student-learning outcomes, it is helpful to think SMART:

**Specific**- Clear and definite terms describing the abilities, knowledge, values and attitudes a student who graduates from the institution is expected to have.

**Measurable** - It is feasible to get the data; data is accurate and reliable; it can be assessed in more than one way.

**Attainable** - Has the potential to move you in the direction of your vision.

**Results-oriented** - Describe what standards are expected from students, the program or the department.

**Time** - Describe where you would like to be within a specified time period.

### Best Practices in Program Assessment

###### Nine Principles of Good Practice for Assessing Student Learning:

1. **The assessment of student learning begins with educational values.**

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what is easy, rather than a process improving what we really care about.

1. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.**

Learning is a complex process. It entails not only what students know, but what they can     do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond   the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time     so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer basis for improving our students’ educational experience.

1. **Assessment works best when the program it seeks to improve have clear, explicitly stated purposes.**

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations--these derived from the institutions’ mission, from faculty intentions in program and course design, and from knowledge of students’ own     goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

1. **Assessment requires attention to outcomes, but also equally to the experiences that lead to those outcomes.**

Information about outcomes is of high importance; where students “end up” matters greatly. But to improve outcomes, we need to know about student experiences along the way--about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

1. **Assessment works best when it is ongoing, not episodic. Assessment is a process whose power is cumulative.**

Though isolated, “one-shot” assessment can be better than none, improvement over time is best fostered when assessment entails a linked series of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

1. **Assessment fosters wider improvement when representatives from across the educational community are involved.**

Student learning is a campus-wide responsibility, and assessment is a way of enacting     that responsibility. Thus, while assessment efforts may start small, the aim over time is to     involve people from across the educational community. Faculty play an especially     important role, but assessment questions cannot be fully addresses without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose     experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

1. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find     credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used and by whom. The point of assessment is not to gather data and return “results”; it is a process that starts with the questions of decision-makers, that involves them in gathering and interpreting of data, and that informs and helps guide continuous improvement.

1. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.**

Assessment alone changes little. Its greatest contribution comes on campus where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performances is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution’s planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen an integral part of decision making and avidly sought.

1. **Through assessment, educators meet responsibilities to students and to the public.**

There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation--to ourselves, our students, and society--is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

# Philosophical Framework

Kansas Wesleyan University’s assessment process utilizes "Continuous Quality Improvement" (CQI) methodologies. The heart of CQI is:

1. Know where you are heading,
2. Know how well you are doing it (gather statistical data), and
3. Use the information to improve.

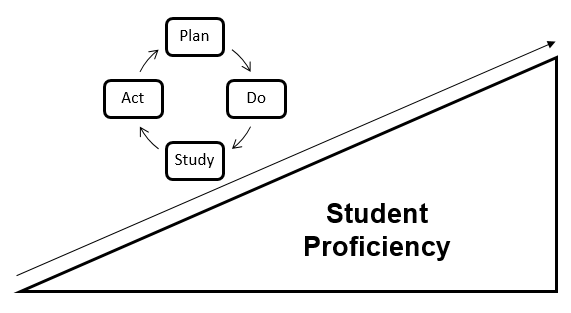
In order to facilitate the CQI process, it is imperative to develop a clear assessment plan to review the expected and desired outcomes from a particular office or program on campus. Once these plans are in place, the responsible parties for each office/program, in conjunction with their colleagues in their area, must:

1. Review the plans each fall to ensure relevance and appropriateness
2. Select one outcome for assessment
3. Collect data for this outcome over the course of the year
4. Analyze the findings in a yearly report

This yearly assessment strategy is designed to help employees use Deming's “Plan, Do, Study, Act” cycle in a pragmatic manner and to foster the development of an office/program improvement plan. As of fall 2016, all areas on campus will work to assess their effectiveness using this methodology.

KWU relies heavily on a continuous quality improvement process to produce desired outcomes. Deming's PDSA model will direct our formative processes.

The goal of the PDSA cycle is to improve outcomes in order to move up the incline of proficiency, as the following graph depicts:



# **Assessments to be completed by Faculty**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **When Administered** | **Assessment Administered by:** | **Responsible Party** | **Purpose of Assessment** | **How Data Used** | **Who Reviews the Data** | **Timeline for Review** |
| Criteria for Performance Excellence – Form A | Fall Semester | Provost Office | Department Chairs.  Committee Chairs. | Track success/goals of: KPI’s, improvements to quality, opportunities for improvement and projects designed for long term improvement | * To utilize data to implement change for continuous improvement | * The Provost | * The Provost will review the form A report and discuss the findings with the Department Chair at a meeting before April 15. |
| Program SLO’s – mission Statements – Form C | Fall Semester | Director of Assessment | Department Chairs. | Identifies how each course is aligned with program and university mission | * Curriculum improvement | * Division Chairs * The Provost * The IARC | * The Provost will review the form C report and discuss the findings with the Department Chair at a meeting before April 15. |
| Faculty Annual Report – Form D | Each Fall | Director of Assessment | Every full time Faculty member | Evaluate faculty | * Performance Reviews | * The Assessment Director * The Head of IARC * The Provost | * The IARC Chair will write a report to the Provost highlighting any areas of immediate concern derived from form D by September 1. * The Provost will inform the IARC of any action steps taken due to the Form D reports findings by Dec 1. |
| Liberal Studies Report –  Forms E1-E4 | Every semester | Provost Office | Any Faculty member teaching a course in the liberal studies program. Department chairs are responsible for the completion of these forms by adjuncts in their department. | Evaluate liberal studies courses | * Improve student learning * Make changes within liberal studies courses & objectives | * The Assessment Director * The IARC * Curriculum Committee | * Liberal studies forms from previous year are reviewed by the IARC and recommendations are passed on to responsible parties by Dec. 15. * Responsible parties have until April 31 to respond to recommendations. |
| Committee Annual Reports – Form F | Each Spring | Provost Office | Committee Chairs | Identify committee’s achievements and goals. The information is also utilized in updating the universities assurance argument for regional accreditation, | * Future planning and goal setting | * The IARC * The Provost | * Form F is submitted by June 3. * A report is compiled by the Provost/Director of Assessment. * The report is received by the provost July 1. * The report will be discussed with the Committee Chairs by Sept 1. * Action steps from the review are to be reported on the following form F |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **When Administered** | **Assessment Administered by:** | **Responsible Party** | **Purpose of Assessment** | **How Data Used** | **Who Reviews the Data** | **Timeline for Review of Material** |
| Five Year Program Review – Form H | Every Five Years | Provost Office | Department Chairs | Department evaluates its progress toward meeting its student learning objectives, guided by the program mission, and demonstrates its role within the larger context of the university’s mission and strategic plan | * Setting goals, measuring success, and improving programs | * A team composed of members from the IARC and Curriculum Committee. * The Provost | * Submission of reviews to Provost and Assessment Director by Sept. 1. * Feedback to program chair from IARC/Curriculum Committee by Oct. 1. * Program chairs meet with Provost by Oct. 15 to discuss reviews. * Provost provides written feedback about reviews to program chairs by Nov. 15. |
| Post Five Year Program Review Action Plan – Form I | Every Five Years | Provost Office | Department Chairs | To define clear actionable goals that allow the departments to improve over the coming years based on data in the five-year program review and the input from the Provost. | * Setting goals, measuring success, and improving programs | * The IARC * The Provost | * Form I should be outlined with the provost at the time of the 5-year program review (Form H) * The form shall be submitted to the IARC no later than January 31 the semester following the Five-Year Program Review. * Goals accomplished from form I should be referred to in the Yearly Program Reviews (Form G) and reviewed with the Provost during that forms discussion. |
| Yearly Programmatic Assessment – Form G | Fall Semester | Provost Office | Department Chairs | Each program is evaluated using its SLO’s to ensure that the students and the programs are meeting the goals set for them. | * Setting goals, measuring success, and improving programs | * The IARC * The Provost | * Form G is submitted by Aug 6. * Form G shall be discussed with the Department Chairs at a meeting with the provost by Dec 15 * Any action steps are to be reported (in brief) in the following years form G. |

### 2019 - 2020 Faculty Assessment Due Dates

**FACULTY ASSESSMENT DUE DATES AT-A-GLANCE**

**Form Form Title Due Date**

Form A Criteria for Performance Excellence Due Date: 09.20.19

Form C Program Student Learning Objectives Assessment Plan Due Date: 10.25.19

Form D Faculty Annual Report Due Date: 05.22.20

Form E-1 Liberal Studies Assessment – Personal Awareness Due Date (Fall Classes): 01.17.20

Due Date (Spring Classes): 05.15.20

Due Date (Summer Classes): 07.31.20

Form E-2 Liberal Studies Assessment – Human Expression Due Date (Fall Classes): 01.17.20

Due Date (Spring Classes): 05.15.20

Due Date (Summer Classes): 07.31.20

Form E-3 Liberal Studies Assessment – Community and World Expression Due Date (Fall Classes): 01.17.20

Due Date (Spring Classes): 05.15.20

Due Date (Summer Classes): 07.31.20

Form E-4 Liberal Studies Assessment – Natural World Stewardship Due Date (Fall Classes): 01.17.20

Due Date (Spring Classes): 05.15.20

Due Date (Summer Classes): 07.31.20

Form F Committee Annual Report Due Date: 06.05.20

Form G Yearly Programmatic Assessment Due Date: 10.25.19

Form H Five Year Program Review Guideline Due Date: Listed in Assessment Handbook

Form I Post Five-year Program Review Action Plan Due Date: 01.31.20

### File Renaming for Saving Assessment Forms

Last Name, First Name Form D FAR FA19

Last Name, First Name Form E1 CHEM120 SP20

Last Name, First Name Form E2 CHEM120 SP20

Last Name, First Name Form E3 CHEM120 SP20

Last Name, First Name Form E4 CHEM120 SP20

When the form is for a Student and/or University Support office it should be saved as follows:

Form CC Admissions 2019-20

Form GG Student Financial Services SP20

Form HH Registrar’s Office YPA SP20

# **FACULTY ASSESSMENT DESCRIPTIONS AND TEMPLATES**

***(The latest version of all templates are located on the Intranet under Academics-Provost-Assessment Forms)***

### Criteria for Performance Excellence – Form A

The purpose of the Criteria for Performance Excellence (Form A) is to utilize data to implement change for continuous improvement. Form A has two components:

**1. Key Performance Indicators (KPI’s)**: Indicators of success/goals for improvement

**2. Opportunities for Improvement (OFI’s)**: Things that need improvement in the unit with goals for improvement

This assessment tool is at the “organizational” level where thematic material is gleaned across campus to assist the institution’s continuous improvement process as well. As an institution, it is our job to evidence assessment at the course, department/program/major, and organizational levels.

# Timeline and Procedure for Review of Form A

#### Criteria for Performance Excellence – Form A

KANSAS WESLEYAN UNIVERSITY

CRITERIA FOR PERFORMANCE EXCELLENCE

2019 - 2020 Academic Year

**Purpose: To utilize data to implement change for continuous improvement**

Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Responsible Party: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CODES: KPI: Key Performance Indicator/ Dashboard Indicator (Indicators of

success/goals for improvement)

OFI: Opportunities for Improvement (Things that need improvement in the

unit with goals for improvement)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CODE | OPERATIONAL DEFINITION OF INDICATOR | 2016-17 BASELINE | 2016-17 ACTUAL | 2017-18 GOAL | 2017-18 ACTUAL | 2018-19 GOAL | 2018-19 ACTUAL | 2019-20 GOAL | 2019-20 ACTUAL |
| KPI 1 |  |  |  |  |  |  |  |  |  |
| KPI 2 |  |  |  |  |  |  |  |  |  |
| OFI 1 |  |  |  |  |  |  |  |  |  |
| OFI 2 |  |  |  |  |  |  |  |  |  |

1. Based on the information or data gleaned from last year’s goals, identify one or two tangible changes that will be made.
2. Complete the table below with respect to the tangible changes noted in #1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Concern: | Goal: | Action Steps: | Date of Completion (anticipated): | Person(s) responsible: |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Program SLO’s and Mission Statements – Form C

Program Student Learning Objectives Assessment Plan (Form C) is designed to identify the assessment strategy used to meet Program Student Learning Objectives, as well as indicate how those Student Learning Objectives align with the Program and University Missions.

#### Form C instructions:

1. The university mission is based around four main tenants:

* Academic Excellence
* Spiritual Development
* Personal Well-Being
* Social Responsibility.

1. Program Missions:

Program Student Learning Objectives Assessment Plan (Form C) is designed to identify the assessment strategy used to meet Program Student Learning Objectives, as well as indicate how those Student Learning Objectives align with the Program and University Missions.

1. Program Learning Outcomes:

Program learning outcomes are an extension of the program mission, hence an extension of Kansas Wesleyan University’s mission, and should be written as such. These are entirely up to you and your knowledge of what students should learn in your field of study. Have a maximum of five (three to four strong PLO’s might be more manageable) but focus on the aspects of your program that are truly important to you and your students. More information can be found at <https://academicprograms.calpoly.edu/program-learning-outcomes>

1. The assessment strategy:

This shows how you will measure if a student has met the program SLO and could be in:

* Particular assignments (such as essays, exams or homework)
* A unit within a particular assignment e.g. question four on exam 2.

The assessment strategy is up to you; however, the data you need to assess the program SLO should be easily obtainable so data mining is not overly burdensome.

1. Where to assess:

Even though you may wish to tackle a program SLO in each class you teach, you are not required to assess the program SLO for form C in each class. You may wish to assess at an early point in a student’s career (100 or 200 level classes) and again at a point that you believe mastery has occurred (300-400 level classes) or just at one point where you believe students have gained mastery. Remember when you fill out the yearly programmatic review (form G) you are responsible for finding and analyzing all of the data for the SLO you are looking at. It is more effective to analyze smaller amounts of more relevant data that larger amounts of irrelevant data.

1. It is useful to complete a curriculum map as shown below. Here you can identify the courses that meet your program SLO’s and also identify where those SLO’s will be assessed. This curriculum map is also useful in identifying program SLO’s that are not as well covered as you might like and would be useful evidence in development of new courses designed to meet these requirements.

# Timeline and Procedure for Review of Form C

#### Form C Example

**Program Student Learning Objectives Assessment Plan: Department of Chemistry**

**All students who major in Chemistry --- should be able to:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Student Learning Outcome | | Performance indicators | Assessment Strategy | When Assessed |
| 1. **Our students will be able to solve problems (qualitative and quantitative).** | | * Understand and implement the scientific process. * Analyze problems/data critically. * Solve qualitative problems. * Solve quantitative problems. | Problem solving skills shall be assessed in multiple ways including homework questions, exam questions.  Students will also be expected to design and interpret laboratory based assignments | Problem solving skills are nurtured and developed over multiple courses starting with our foundational courses and working up through the curriculum to the upper level courses.   * For chemistry majors CHEM427 shall be utilized to analyze quantitative problem solving skills. * CHEM320 shall be utilized for qualitative skills. |
| Connection to University Mission:   * “academic excellence” | Connection to Program Mission:   * Critical thinking is imperative in order to promote intellectual growth. * Ethical considerations in the design and implementation of laboratory investigations. |  |  |  |
| 1. **Our students will be able to perform scientific research safely (literature and laboratory based).** | | * Understand the meaning of safety in chemistry. * Understand the meaning of literature or laboratory research. * Synthesize data (written or laboratory based). * Present data through written reports or presentations. | Scientific research skills shall mostly be assessed during classes that contain laboratories.  In lower level courses reports shall be written and assessed regularly.  In upper level courses lab notebooks shall be kept and assessed, research papers shall be written and presentations shall be given. | * CHEM330 and CHEM311 Shall be utilized to test these skills. |
| Connection to University Mission:   * “integrate academic excellence, spiritual development, personal well-being, and social responsibility.” | Connection to Program Mission:   * The ability to perform and present research shows intellectual growth. * All materials used in the research shall be fully referenced as is appropriate for ethically responsible scientists. * There are ethical considerations in the storage and disposal of chemical materials. * Safe handling of materials within the laboratory setting promotes personal wellbeing. |  |  |  |
| 1. **Our students will be able to understand the role of science in modern society.** | | * Identify the role of science in modern society. * Identify examples of sciences positive effects on the world. * Identify examples of sciences negative effects on the world. | Report papers and presentations shall be used to effectively assess whether students understand the impact of chemistry on our lives. | * CHEM123 and CHEM311 shall be utilized for Chemistry majors as the main forum to teach the impacts of chemistry on modern society. |
| Connection to University Mission:  “social responsibility” | Connection to Program Mission:   * The impact of chemistry on society is a reflection on the social needs vs the ethical implications of the work done. * It is important that our students be able to intellectually analyze the impacts of science on communities and the natural world. |  |  |  |
| **4. Our students will be able to understand and explain concepts and processes related to the various divisions of chemistry.** | | * Students will answer a wide variety of questions relating Organic Chemistry. * Students will answer a wide variety of questions relating Inorganic Chemistry. * Students will answer a wide variety of questions relating Physical Chemistry. * Students will answer a wide variety of questions relating Analytical Chemistry. | The ETS major Field Test shall be given. | * In the final semester of study. |
| Connection to University Mission:  “to promote and integrate academic excellence” | Connection to Program Mission:   * The development of academic excellence in our students required that they have a foundational knowledge base in their field of study. |  |  |  |

Please provide the Mission Statement for your program below:

The Chemistry Department promotes ethical, intellectual and social responsibility through rigorous teaching methods in the chemical sciences that develop students into best practitioners of science.

Program Curriculum Map

1. Fill in the courses that are offered by the program in order that the students take them (the four year plans are a good source for this information)
2. Put an I for introduced, R for reinforced and M for mastery.
3. Assessment in yearly program reviews should occur where mastery of the SLO is expected (highlight this course). Assessment can occur across several courses but you are not expected to use every class to assess mastery of an SLO.
4. Highlight courses taught in the liberal studies program (it is useful to see if some of your program SLO’s are feeding into the LS program)
5. You do not have to include courses that are in the program but are not under your department’s control, i.e. a course that is in your program but offered by another department. This course will fall under the SLO’s of that department (even if it meets some of your SLO’s).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Prefix** | **Course Number** | **Course Name** | **Our students will be able to solve problems (qualitative and quantitative).** | | | | **Our students will be able to perform scientific research safely (literature and laboratory based).** | | | | **Our students will be able to understand the role of science in modern society.** | | | **Our students will be able to understand and explain concepts and processes related to the various divisions of chemistry.** | | | |
| Understand and implement the scientific process. | Analyze problems/data critically. | Solve qualitative problems. | Solve quantitative problems. | Understand what is meant by safety in chemistry | Understand what is meant by literature or laboratory research. | Synthesis of data (written or laboratory based). | Present data through written reports or presentations. | What is the role of science in modern society. | Identify examples of sciences positive effects on the world. | Identify examples of sciences negative effects on the world. | Students will answer a wide variety of questions relating Organic Chemistry. | Students will answer a wide variety of questions relating Inorganic Chemistry. | Students will answer a wide variety of questions relating Physical Chemistry. | Students will answer a wide variety of questions relating Analytical Chemistry. |
| CHEM | 123 | General Chemistry I | I | I | I | I | I | I | I | I | I | I | I |  | I | I | I |
| CHEM | 124 | General Chemistry II | R | R | R | R | R | R | R | R | R | R | R |  | R |  | R |
| CHEM | 221 | Quantitative Analysis | R | R | R | R | R | R | R | R |  |  |  |  | R | R | M |
| CHEM | 300 | Organic Chemistry I | R | R | R | R | R |  |  |  |  |  |  | I |  |  |  |
| CHEM | 310 | Organic Laboratory Techniques | R | R | R | R | R | R | R | R | R | R | R | R |  | R | R |
| CHEM | 311 | Laboratory Safety and Maintenance |  | R | R |  | M | R |  |  | M | M | M | R | R | R | R |
| CHEM | 320 | Organic Chemistry II | R | M | M |  |  |  |  |  |  |  |  | M |  |  | R |
| CHEM | 330 | Organic Synthesis and Spectroscopy | M | R | R | R | R | M | M | M |  |  |  | R |  |  | R |
| CHEM | 323 | Inorganic Chemistry |  | R | R | R |  | R |  |  |  |  |  |  | M |  |  |
| CHEM | 427 | Physical Chemistry I | r | M | R | M | R | R | R | R |  |  |  |  |  | M | R |
| CHEM | 410 | Biochemistry I | R | R | R | R |  |  |  |  |  |  |  | R | R |  |  |
| CHEM | 420 | Biochemistry II | R | R | R | R |  |  |  |  |  |  |  | R | R |  |  |
| CHEM | 499 | Research Project (on Demand) | R |  |  |  | R | R | R | R |  |  |  |  |  |  |  |
| CHEM | 299 | Undergraduate Research (on Demand) | R |  |  |  | R | R | R | R |  |  |  |  |  |  |  |
| CHEM | 386 | Wesleyan Journey (on Demand) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CHEM | 485 | Special Topics (on Demand) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CHEM | 490 | Independent Study (on Demand) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CHEM | 286 | Special Topics (on Demand) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CHEM | 460 | Internships (on Demand) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ETS Major Field Test |  | R |  |  |  |  |  |  |  |  |  | R | R | R | R |
| CHEM | 120 | NW: Concepts in Chemistry | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |

|  |  |
| --- | --- |
| **Key** | |
| I = SLO introduced in the course  R = SLO reinforced during the course  M = SLO Mastered during the course | Any of the SLO’s could be met depending on the nature of the course (special topics/Wesleyan journey classes etc.) |
| Course is utilized to evaluate SLO in Yearly Program Reviews (Form G) | Course is part of the Liberal Studies Program |

### Faculty Annual Report – Form D

The faculty Annual report is a record of individual faculty member’s achievements, in teaching, scholarship, research and professional development. This assessment instrument provides faculty the opportunity to critically reflect on past instructional moments regarding 1) teaching effectiveness, 2) identifying challenges and ways to address challenges, 3) listing instructional innovations, 4) reflecting upon professional development opportunities as well as future professional development opportunities, 5) identifying levels of college and community service activities, and 6) how each faculty member’s work contributed to the overarching institutional mission.

# Timeline and Procedure for Review of Form D

**Directions:** Use Tab key to advance to each question. Once you have completed the report, **Save As (*Your last name, first initial, FAR19-20*) and send as an attachment to Dr. Backlin at** [**bill.backlin@kwu.edu**](mailto:bill.backlin@kwu.edu)**.**

**How this form will be used:** The primary function of this form is to allow faculty a chance to document their successes and challenges during the previous year. Most faculty will find it useful during their peer reviews to be able to refer back to the specific challenges and successes you identified during the preceding years.

**Who reviews this document:** All FAR forms are compiled into a summary report by the Director of Assessment. This summary report is then reviewed by the Provost and Chair of the IARC.

***FORM D***

**NAME: RANK:**

**DEPARTMENT: YEARS AT KWU:**

**A. Teaching**

1. What was the highlight of your teaching this year?
2. What was the most difficult or challenging aspect of your teaching this year? How do you plan to address this challenge next year?
3. What do you believe are your strengths and weaknesses in your teaching activities? Explain.
4. What goals have you set for next year to improve your teaching effectiveness?
5. Please list any instructional innovations you have instituted this year.
6. Please list any changes you've made in your courses this year that resulted from your assessment of your students' performance in these courses.

**B. Advising**

1. Briefly describe your advising strategy and its strengths and weaknesses (number of meetings, things discussed, how you keep records etc.)
2. How many advisees did you have this year?
3. Approximately how many hours did you spend with each advisee this year on the average?

**C. Scholarship, Research & Professional Development**

1. List the professional groups in which you are a member. Do you hold office in any of these groups?
2. List any professional meetings you attended and any presentations made at those meetings.
3. List any other professional development activities you engaged in during this year (publications, ongoing research, performances, exhibits, etc.)
4. Describe your attempts and results in obtaining, both internal & external, professional development funds.
5. What do you believe are your strengths and weaknesses in college and community service? Explain.
6. What are your professional development goals for next year?

**D. College & Community Service**

1. What organizations did you sponsor on campus and what were their major activities?
2. On what faculty committee(s) did you serve? Did you serve as Chair?
3. How many phone calls, off-campus & on-campus recruiting visits did you make this year?
4. List your involvements in the community beyond the campus (organizations you belong to, service activities in which you have participated.
5. What goals for college and community service do you have for next year?

**E. Relation to Mission**

1. The mission of Kansas Wesleyan University is to promote and integrate academic excellence, spiritual development, personal well-being and social responsibility. What do you believe are your strengths and weaknesses in relation to the mission this year? Explain.

### Liberal Studies Report – Forms E1, E2, E3, E4

The Liberal Studies report is designed to analyze the effectiveness of the assessment instruments used in Liberal Studies course, as well as analyze how the course meets the learning outcomes for the specific Liberal Studies category. These forms provide a process for assessing instructional effectiveness regarding Liberal Studies objectives: 1) individual courses are reviewed by faculty and students, 2) data is sent to assessment committee for review by semester and academic year with the intent of providing quantitative/qualitative data to the curriculum Committee after three (3) years of data collection, 4) Curriculum Committee provides recommendations for Liberal Studies course improvement and to the Liberal Studies program, and 6) KWU faculty will discuss recommendations for improvements and/or modifications to the Liberal Studies program.

# Timeline and Procedure for Review of Form E (Liberal Studies Review)

##### Holistic Liberal Studies Continuous Review

1. Liberal studies courses run.
2. Each course is reviewed by faculty and students. At this level faculty can make continuous modifications to the courses they run to improve them over time.
3. All data is collected and assessed by the Institutional Assessment and Research Council. Yearly reports are passed to faculty for review and after 5 years of data collection a major report is developed and passed to the Curriculum Committee for review.
4. The Curriculum Committee can use the data gathered over a 5 year cycle to make recommendations to improve the curriculum offered. Areas of interest include where Liberal Studies SLO’s are not being met to a satisfactory level, but also where it appears students are performing to an excessively high level (is there a need to toughen up these areas to push students to reach their potential)
5. Recommendations from the Curriculum Committee are passed to the faculty as a whole and a called faculty meeting is held to discuss the implementation of changes. Once changes are agreed upon the liberal studies program is revised and the cycle begins anew.

##### Liberal Studies and Programmatic Development Flow Diagram

University Mission: Found in Course Catalog

Department Missions: Found in Course Catalog

Liberal Studies Mission: Found in Course Catalog

Liberal Studies Objectives: Found in Course Catalog

Program SLO’s: Reside with Department Chairs and the Provost

Course SLO’s: Found in Syllabi

Liberal Studies SLO’s: Found in Syllabi and Catalog

##### How to Use Liberal Studies Assessment Form E and Student Evaluations for Continuous Course Improvement.

1. Run the course and obtain data relating to the SLO’s for that course.
2. Fill out the assessment form E for your liberal studies area and obtain your student evaluations.
3. Review the assessment form E and your student evaluations. It may be useful to get an outside perspective at this point (someone within your department or division) that may be able to ask you questions about particular areas that you assess.
4. Develop improvements to your course, this could be in delivery methods, new coursework, improvements in guidelines and templates that students use, clearer rubrics etc.
5. Ensure that all your improvements meet the SLO standards for the liberal studies area then update your syllabi to reflect the changes made.
6. Run the course to see if your improvements worked (this will be checked in the next assessment form E that you fill in and via your student evaluations).

#### Form E Example

Example:

1. You are using Homework as an assessment tool to analyze the SLO “Define key concepts and theories of the natural and social sciences”.
2. Let us say that you have 6 students in your class and in the homework category each student scores the following percentages:

**Student 1; 86.4%, Student 4; 65.0%,**

**Student 2; 56.4%, Student 5; 95.3%,**

**Student 3; 76.4%, Student 6; 45.6%.**

1. The table column “distribution of scores” should be filled out by looking at the results the students’ scores above. We can see that 3 students scored in the range below 69% so you would write 3 under 1, 1 student scored in the 70-79% range so you would write 1 under 2, 1 student scored in the 80-89% range so you would write 1 under 3 and finally 1 student scored in the 90-100% range so you would write under 4.
2. For the “average” column in the table, add up all of the percent values the students received for their grades and divide that by the total number of students:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Natural World Stewardship** | **Assessment Instrument Used** | **Distribution of Student Scores** | | | | **Average** |
| **I. Understand the natural and social sciences and their dynamic interactions.** | **1** | **2** | **3** | **4** |  |
| Define key concepts and theories of the natural and social sciences. | Homework | 3 | 1 | 1 | 1 | 70.9 |

1. Do this for each of your SLO’s

Scores should be based on the SLO Table for the Liberal Studies Category. Not Competent: 1 (69% and below); Minimally Competent: 2 (70-79%); Competent: 3 (80-89%); Highly Competent: 4 (90-100%)

1. Finally answer the 3 questions asked with a view to improving the delivery of your classes so that they more accurately meet the SLO requirements, and needs of the students, set out in the category in which your class in located:
2. **Analyze the effectiveness of the assessment instruments used. What worked well? What didn’t? Why?**
3. **What changes need to be implemented to meet the course SLOs more effectively? Explain.**
4. **Provide any additional comments/observations to improve the learning experience for students.**

#### FORM E1

Instructor: Course Number and Title: Credit Hours:

Term and Year:

|  |  |  |
| --- | --- | --- |
| **I. Personal Awareness Definition: Courses in this category deepen one’s self-understanding, sense of personal ethics and enhance personal well-being.**  ***Learning Goal: Courses satisfying the Personal Awareness category will meet both of the learning outcomes below.*** |  | |
|  | |  |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Personal Awareness** | | **Assessment Instrument Used** | | | **Distribution of Student Scores[[1]](#footnote-1)** | | | | | | | | | **Average Score** | | | | **I. Analyze and justify personal values and ethics.** | |  | | | **1** | | | **2** | **3** | | **4** | | |  | | | | 1. Perform several self-assessments through various readings and diagnostic tools. | | Assessment 1 | | |  | | |  |  | |  | | |  | | | | Assessment 2 | | |  | | |  |  | |  | | |  | | | | Assessment 3 | | |  | | |  |  | |  | | |  | | | | Assessment 4 | | |  | | |  |  | |  | | |  | | | | 1. Critique and reflect on self-assessments. | | Assessment 1 | | |  | | |  |  | |  | | |  | | | | Assessment 2 | | |  | | |  |  | |  | | |  | | | | Assessment 3 | | |  | | |  |  | |  | | |  | | | | Assessment 4 | | |  | | |  |  | |  | | |  | | | | 1. Create a statement of self-understanding, including personal values and ethics. | | Assessment 1 | | |  | | |  |  | |  | | |  | | | | Assessment 2 | | |  | | |  |  | |  | | |  | | | | Assessment 3 | | |  | | |  |  | |  | | |  | | | | Assessment 4 | | |  | | |  |  | |  | | |  | | | | **II. Develop and articulate a personal well-being plan, which must include one or more of the following areas: physical, social, mental, spiritual, and financial realms.** | |  | | |  | | |  |  | |  | | |  | | | | 1. Identify status within one or more areas of personal well-being. | | Assessment 1 | | |  | | |  |  | |  | | |  | | | | Assessment 2 | | |  | | |  |  | |  | | |  | | | | Assessment 3 | | |  | | |  |  | |  | | |  | | | | Assessment 4 | | |  | | |  |  | |  | | |  | | | | 1. Construct a plan within one or more areas of personal well-being for opportunities for success. | | Assessment 1 | | |  | | |  |  | |  | | |  | | | | Assessment 2 | | |  | | |  |  | |  | | |  | | | | Assessment 3 | | |  | | |  |  | |  | | |  | | | | Assessment 4 | | |  | | |  |  | |  | | |  | | | | 1. Present and defend personal well-being plan to others. | | Assessment 1 | | |  | | |  |  | |  | | |  | | | | Assessment 2 | | |  | | |  |  | |  | | |  | | | | Assessment 3 | | |  | | |  |  | |  | | |  | | | | Assessment 4 | | |  | | |  |  | |  | | |  | | | |  |  | |  |  | |  |  | | |  | |  |  | |  | | |  |

**Student Learning Outcomes Assessment**

1. **Analyze the effectiveness of the assessment instruments used. What worked well? What didn’t? Why?**
2. **What changes need to be implemented to meet the course SLOs more effectively? Explain.**
3. **Provide any additional comments/observations to improve the learning experience for students.**

#### Form E2

Instructor: Course Number and Title: Credit Hours:

Term and Year:

|  |  |  |
| --- | --- | --- |
| **II. Human Expression Definition: Courses in this category awaken in students an understanding of various types of Human Expression and equip them with the skills to**  **analyze individual examples and to create their own.**  ***Learning Goal: Courses satisfying the Human Expression category will meet both of the learning outcomes below.*** | |  |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Human Expression** | **Assessment Instrument Used** | **Distribution of Student Scores[[2]](#footnote-2)** | | | | **Average Score** | | **I. Understand and analyze how different aspects of a work (subject matter, medium, form, context, etc.) interact and evaluate the significance in a larger cultural context.** |  | **1** | **2** | **3** | **4** |  | | 1. Identify different types and characteristics of Human Expression. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Understand the role of audience in constructing the meaning of a work. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Situate the work within a larger cultural context. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | **II. Articulate a clear interpretation of a text (e.g., historical documents, political speeches, socio- logical experiments, plays, pieces of art, etc.) and create a work inspired by knowledge gained through this interpretation.** |  |  |  |  |  |  | | 1. Analyze the text. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Identify and locate appropriate support for an interpretation of a text. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Create an original work informed by the interpretative process. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | |  | |

**Student Learning Outcomes Assessment**

1. **Analyze the effectiveness of the assessment instruments used. What worked well? What didn’t? Why?**
2. **What changes need to be implemented to meet the course SLOs more effectively? Explain.**
3. **Provide any additional comments/observations to improve the learning experience for students.**

#### Form E3

Instructor: Course Number and Title: Credit Hours:

Term and Year:

|  |  |  |
| --- | --- | --- |
| **III. Community and World Exploration Definition: Courses in this category will reconnect students with their communities, both locally and globally.**  ***Learning Goal: Courses satisfying the Community and World Exploration category will meet both of the learning outcomes below.*** | |  |
|  |  | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Community and World Expression** | **Assessment Instrument Used** | **Distribution of Student Scores[[3]](#footnote-3)** | | | | **Average Score** | | **I. Understand the various social groups and their interactions throughout the world over space and time.** |  | **1** | **2** | **3** | **4** |  | | 1. Identify social groups (e.g., civic, governmental, non-governmental, secular, religious, etc.) and their roles at the local, regional, national, and international levels. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Examine social developments (e.g., technological advances, religious conversions, environmental movements, etc.) that have occurred or are occurring in the world. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | **II. Engage in service learning, internships, study abroad, activism, volunteer service, or diversity studies and reflect upon this experience.** |  |  |  |  |  |  | | 1. Participate in an applicable personal experience (in service learning, internships, study abroad, activism, volunteer service, or diversity studies) to better understand the community, other cultures, and/or the world at large. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Reflect upon this experience. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | |  | |

**Student Learning Outcomes Assessment**

1. **Analyze the effectiveness of the assessment instruments used. What worked well? What didn’t? Why?**
2. **What changes need to be implemented to meet the course SLOs more effectively? Explain.**
3. **Provide any additional comments/observations to improve the learning experience for students.**

#### Form E4

Instructor: Course Number and Title: Credit Hours:

Term and Year:

|  |  |  |
| --- | --- | --- |
| **IV. Natural World Stewardship Definition: Courses in this category will empower students to understand, protect, and improve environments and to recognize interactions among**  **all facets of the natural world.** | |  |
| ***Learning Goal: Courses satisfying the Natural World Stewardship category will meet all three of the outcomes below.*** | |  |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Natural World Stewardship** | **Assessment Instrument Used** | **Distribution of Student Scores[[4]](#footnote-4)** | | | | **Average Score** | | **I. Understand the natural and social sciences and their dynamic interactions.** |  | **1** | **2** | **3** | **4** |  | | 1. Define key concepts and theories of the natural and social sciences. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Evaluate the effect of changes within and between the natural and social science systems. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | **II. Locate, evaluate, and use data to make informed decisions** |  |  |  |  |  |  | | 1. Find and evaluate information. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Apply qualitative and/or quantitative methods to logically solve problems. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Analyze data. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Draw conclusions using the scientific method. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | **Natural World Stewardship** | **Assessment Instrument Used** | **Distribution of Student Scores1** | | | | **Average Score** | | **1** | **2** | **3** | **4** | | **III. Demonstrate ethical and responsible choices to protect and improve the world for the future.** |  |  |  |  |  |  | | 1. Analyze the relevant ethical perspectives and debates regarding the roles of humankind in the natural world and its future. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Develop a personal morals/values stance to live with integrity in the natural and social world. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | | 1. Do something to make the world a better place. | Assessment 1 |  |  |  |  |  | | Assessment 2 |  |  |  |  |  | | Assessment 3 |  |  |  |  |  | | Assessment 4 |  |  |  |  |  | |  | |

Scores should be based on the SLO Table for the Liberal Studies Category. Not Competent: 1 (69% and below); Minimally Competent: 2 (70-79%); Competent: 3 (80-89%); Highly Competent: 4 (90-100%)

**Student Learning Outcomes Assessment**

1. **Analyze the effectiveness of the assessment instruments used. What worked well? What didn’t? Why?**
2. **What changes need to be implemented to meet the course SLOs more effectively? Explain.**
3. **Provide any additional comments/observations to improve the learning experience for students.**

### Committee Annual Reports – Form F

The Committee Annual Reports serves as a record of committee achievements, highlights, and progress made on specific committee projects. This form is utilized to demonstrate how the institution’s committee community has learned from its institution’s operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts (HLC core component 5.D.2).

# Timeline and Procedure for Review of Form F

#### Form F

**Kansas Wesleyan University**

**2018-19 Faculty Committee Annual Report**

**Name of Committee:**

**Chair of Committee:**

**Committee Members:**

**Purpose of Committee:** (list committee description for the current year)

**Meetings Held (**dates):

**Committee Work:**

Decision Highlights / Actions and Motions passed by committee during this academic year (and how did they advance the Mission and strategic goals of KWU)**:**

Is there any follow-up still pending for coming year? **(Use second page if necessary)**

List Dashboards/Goals for the coming year and how they relate to the Mission and strategic goals of KWU:

**Are all committee minutes posted on the KWU Intranet?** \_\_\_ Yes \_\_\_ No

**Committee recommendations for next academic year. Please share any comments the committee has for making the work of this committee more effective in accomplishing its charge and goals.**

The Faculty Annual Report is submitted to the Presiding Officer & Executive Vice President & Provost by June 30.

Attach current terms and membership list.

Regular minutes of committee are submitted to the Executive Vice President & Provost and posted on Intranet.

Handbook requires procedural rules adopted by any faculty committee be sent to Faculty Affairs.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Committee Chair’s Signature Date**

### Yearly Programmatic Assessment – Form G

This is a part of the Program Review process and, therefore, falls under the tenants expressed in the “Five Year Program Review Guidelines (Form H). This form assesses how each program met the following criteria for the year:

* 1. Programmatic SLO’s being assessed for the year are identified
  2. Courses that support Program SLO’s are identified
  3. Assessment tools used to assess Program SLO’s are identified
  4. To what extent did the department fulfill programmatic SLO’s is defined and explained.

# Timeline and Procedure for Review of Form G

#### Form G

KANSAS WESLEYAN UNIVERSITY

YEARLY PROGRAMATIC ASSESSMENT

Term and Year: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Department/Unit: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Submitted: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify the programmatic SLO that you are assessing this academic year.
2. Which of your departmental classes support this specific programmatic SLO? Within this individual class (or these classes), what are the course-specific SLOs that support the programmatic SLO. Identify these and explain.
3. What assessment tools (rubrics, portfolios, exams, etc.) did you use to assess the programmatic SLO that you have selected for this year? **Attach these documents and any relevant data to this report.** Evaluate the effectiveness of these tools. What worked well? What shortcomings have you identified? How will your approach potentially change in future years? Explain.
4. Analyze the extent to which your department fulfilled the programmatic SLO that you have selected for this year (500-1000 words, double-spaced).

*Five Year Program Review – Form H*

This is an assessment of our programmatic effectiveness and sustainability and evidences areas of strength as well as areas for improvement with guided plans of action in addressing programmatic challenges. Once every five years, all academic programs participate in a formal review process by which an academic department evaluates its progress toward meeting its student learning objectives, guided by the program mission, and demonstrates its role within the larger context of the university’s mission and strategic plan. Actions should result from review.  It is the responsibility of the department, in conjunction with the Provost, to carry through proposed actions.  Although the formal process takes place only every five years, program review/assessment is a continuous process (yearly) of setting goals, measuring success, and improving programs on basis of that assessment.

1. Submission of reviews to Provost and Assessment Director remains Sept. 1.
2. Feedback to program chair from IARC/Curriculum Committee by Oct. 1.
3. Program chairs meet with Provost by Oct. 15 to discuss reviews.
4. Provost provides written feedback about reviews to program chairs by Nov. 15.

# Timeline and Procedure for Review Form H (Program Review)

#### Five Year Program Review Guidelines: Philosophical Framework & Deming’s PDSA

Kansas Wesleyan University

Five Year Program Review Guidelines

PHILOSOPHICAL FRAMEWORK

Kansas Wesleyan University’s program evaluation process utilizes "Continuous Quality Improvement" (CQI) methodologies. The heart of CQI is:

Know where you are heading,

Know how well you are doing it (gather statistical data), and

Use the information to improve.

Faculty began the CQI process in fall 2015 by developing a plan for the assessment of student learning in each academic program. These plans help guide the yearly assessment of our academic programs. To facilitate this process, faculty:

Review the plans each fall to ensure relevance and appropriateness

Select one program SLO, at the beginning of the academic year, for assessment

Collect data for this SLO over the course of the academic year

Analyze the findings in a yearly report

This yearly assessment strategy is designed to help faculty use Deming's “Plan, Do, Study, Act” (PDSA) cycle in a pragmatic manner and to foster the development of a program improvement plan.

KWU relies heavily on a continuous quality improvement process to produce desired outcomes. Deming's PDSA model will direct our formative processes.

The goal of the PDSA cycle is to improve outcomes in order to move up the incline of student proficiency within their chosen content area, as the following graph depicts:

Student Proficiency

*Description of the Five Year Program Review and Five Year Program Review Goals*

DESCRIPTION OF THE FIVE YEAR PROGRAM REVIEW

Once every five years, all academic programs participate in a formal review process by which an academic department evaluates its progress toward meeting its student learning outcomes, guided by the program mission and assessment plan, and demonstrates its role within the larger context of the university’s mission and strategic plan. Actions should result from review. It is the responsibility of the department, in conjunction with the Provost, to carry through with proposed actions. Although the formal process takes place once every five years, program review/assessment is a continuous process (yearly) of setting goals, measuring success, and improving programs based on that assessment.

The program review process is not a personnel review; the focus is on the programs of the department. If the department being reviewed offers more than one major or program, all will be reviewed at the same time but with clearly separate sections addressing each program.

FIVE YEAR PROGRAM REVIEW GOALS

1. To provide the program and theuniversity with specific information about how well the program is meeting its student learning outcomes and fulfilling the department/program mission and goals.

2. To identify areas for program improvementsuggestedby the analysis of student learning outcomes and to makesuggestions and recommendations for that improvement.

3. To provide a mechanism by which studentoutcome assessment data can be communicated and channeled into decision-making processes of the department and university.

4. To provide information which will be used to formulate plans forthe program(s)and the resources needed to realize those plans.

5. To encourage dialogue among faculty, students, alumni, administrators and other university constituencies regarding student academic achievement.

6. To affirm how the department supports the mission and vision of the university.

# Five Year Program Review Rotation Schedule

The schedule listed below indicates the year in which the program review will be due and ready for the review process:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I** | **II** | **III** | **IV** | **V** | **VI** |
| ***2023-24*** | ***2024-25*** | ***2019-20*** | ***2020-21*** | ***2021-22*** | ***2022-23*** |
| Computer Studies | Business | Art and Design | Biology | Chemistry | Computer Studies |
| English | Emergency Management/  Criminal Justice | Comm. Studies/Theatre | Teacher Education | Mathematics/  Physics | English |
| INTD Studies/Honors | Liberal Studies | Music | ESCR | Nursing | INTD Studies/Honors |
| Sociology/  Psychology | Sport & Exercise Sciences | Religion and Philosophy | History |  | Sociology/  Psychology |
|  | English – moved here due to administration change |  |  | Foundational Courses |  |

FIVE YEAR PROGRAM REVIEW TIMELINE

While formal reviews of each academic program will occur every five years, the institution expects consistent, regular assessment of every academic program on campus. To facilitate this process, Chairs of all academic programs are required to submit an annual assessment of one programmatic SLO by May 31. This assessment should reflect data and analysis from the most recently completed academic year. The timeline below, however, details the preparation for the formal, fifth year review:

|  |  |  |  |
| --- | --- | --- | --- |
| Fall Semester Prior to Review | Spring Semester Prior to Review | Summer | Review Due (Fall Semester) |
| Provost notifies Divisions & Dept. Chairs of review.  Provost meets with Dept. Chairs.  Dept. Chairs organize and assemble existing assessment data from yearly reports. | Mail program alumni surveys.  Incorporate most recent student data. | Organize alumni surveys.  Write/finalize writing review. | Final program review due to Provost by September 1.  Program review is evaluated by the Curriculum Committee by Nov. 15.  Provost meets with Department by Nov. 15.  Provost’s report shared with department by Dec 15. |

FIVE YEAR PROGRAM REVIEW PROCEDURES AND GUIDELINES

The deadline for submission of the completed review is September 1st. Delays, if granted by the Provost, will be rare and will not change the time of the next review.

The department should begin preparation for the formal review immediately after receipt of the reminder, if not earlier. The department should determine what information it needs to answer the questions posed in the outline of the Content of the Self-Study; and plan how it will acquire that information.

Enrollment and Financial Services will provide departments with data reports from CARS that are not otherwise available from the faculty Reports interface.

A survey of departmental alumni is strongly recommended. The Alumni Office will provide available alumni address lists. It is expected that the department will assist the Alumni Office by providing them with updated information obtained via responses to the survey.

Departments with Advisory Councils will be expected to consult with the council regarding the review and solicit evaluative information regarding the program’s performance from perspective of the Advisory Council.

Specific course evaluations of individual faculty are not to be included in the departmental review; they are part of the peer review process for faculty members, but summaries of such evaluations as they relate to curricular changes may be included.

Program reviews will be evaluated by the Assessment Committee, in collaboration with the division chair and department chair, by November 15.

1. The Provost will meet with each department under review and the division chair to discuss the self-study by November 15.

2. The Provost will make his/her own report. The Provost’s report will be shared with the department by December 15.

3. The Department, Provost, CFO, and President will make decisions on recommendations emerging from the program review and carry out any actions expeditiously.

4. Curricular recommendations from the review, with associated time lines for implementation, are expected to be submitted by the department to the Curriculum Committee in a timely fashion.

5. Recommendations regarding matters of personnel and budget are expected to be included at the appropriate time, as part of the budget request from the department with reference to the program review process.

FIVE YEAR PROGRAM REVIEW CONTENT

Table of Contents

Executive Summary (include planned actions)

SECTION I: MISSION AND PROGRAM SLOs

Department Mission

Program SLOs (assessment plan document can be used for A and B)

Majors offered by the Department (list)

Minors offered by the Department (list)

Liberal Studies Courses Offered by the Department (list)

Contributions of the Department Programs to the University Mission

SECTION II: STUDENTS

Majors/Minors & Class Sizes

A. Provide quantitative data from CARS regarding the number of students each program in the department has served in the past five years in the following areas:

Liberal Studies/General Electives

Majors/Double Majors

Minors (CARS report needs to be constructed in collaboration with the enrollment office)

Graduate Programs

B. Show class sizes for each course for the past 6 years so as to include 3 2-year course rotations. Compute faculty: student ratio in the department, both in terms of teaching and in advising.

C. Number of advisees by faculty member (to be produced by the enrollment office after the 20th day of each semester)

Student Retention

Evaluate the success of each program in the department in achieving effective recruitment (this could include campus visits but also any requirements that are made in faculty contracts) and retention, compared to national norms for the discipline and relative to the university as a whole. Attention should also be given to individual course retention, i.e. do a number of students take a particular class at other institutions? (this data can be obtained from the enrollment office)

Student Performance

D. Performance on standardized measures i.e., CAAP, Field Tests or Departmental Exam

E. Assessments of program learning outcomes. Include all yearly assessments and a synthesis of these documents.

SECTION III: CURRICULUM AND CRITERIA FOR PERFORMANCE EXCELLENCE

Courses Offered

Include a table/chart showing the courses and the semesters in which the courses are scheduled to be taught. This information can be found in the 4-year plans for each major.

Curriculum Comparisons & Evaluation

Evaluate how the curriculum in the programs of the department compares to other similar programs elsewhere? The program should be compared with other programs in the region, particularly ACCK or other small liberal arts colleges, and competing state universities, with professional standards for the discipline, accreditation standards for the discipline, curricular recommendations of national societies or professional organizations, and/or pedagogical research studies related to the program. Curriculum comparisons should target a minimum of three programs which are considered “competitors” for recruitment, and two programs which are “prototypes” or “exemplars” for which to set aspirations for growth and program improvement.

What are the curricular strengths and weaknesses of each program in the department based on program comparisons and assessment of student learning outcomes?

Current Staffing

Include a table showing the teaching and other faculty responsibilities (courses taught, class sizes, load hours, advisee numbers, committee duties, supervising work study, equipment maintenance etc.), semester by semester for each course offered by the department.

**Curriculum Recommendations**

Provide recommendations based on the student performance and curriculum data presented and evaluated above. Any increase in courses, or changes to current courses that will incur a cost, must be accompanied by an explanation of how the additional classes will be staffed and what costs will be associated with any changes made to current courses/suggested courses.

**Criteria for Performance Excellence**

Include all completed Criteria for Performance Excellence Forms and analyze the data. What are departmental strengths and/or highlights? What are areas of concern and opportunities for improvement? Explain.

SECTION IV: RESOURCE EVALUATION

Evaluate the adequacy of the department’s

Recent operating budgets from your department.

Current and desired equipment, technology, and/or facilities available to your department.

Current and desired library resources available to your department.

Staffing needs (as discussed in section III)

SECTION V: DEPARTMENTAL VISION FOR THE FUTURE

Assess the degree towhich the goals of the previous program review were achieved.

What actions do program faculty members expect to initiate as a result of this review? Provide a brief overview and completed Action Plan (examples to follow).

### Post Five Year Program Review Action Plan – Form I

The Action Plan is developed to maximize department strengths and address program concerns within the next few years. The Action Plan should include a set of realistic recommendations, within the institution’s resources, to overcome department concerns and maximize program strengths.

* The Action Plan is intended to direct program improvement in a continuous quality improvement process.
* The Action Plan is prepared by the department after analyzing data gathered as part of their self-study and reviewing concerns and recommendations identified by the Curriculum Committee and the Provost.
* The Action Plan includes a time line, those responsible for follow-through, and estimated physical, financial, and human resources needed.
* The Action Plan is built on measurable objectives.
* The Action Plan is focused on both program improvement and student learning improvement
* The Action Plan is presented to the Institutional Assessment and Research Council (IARC) for evaluation of completion.
* One year after its development, the Department Chair will present an update of the progress on the Action Plan to the Provost’s office and Institutional Assessment and Research Council (IARC).
* The Provost’s office will begin the next cycle of program reviews with an analysis of the progress made on the Action Plan.

To create the Action Plan, take the following steps.

1. Review the concerns identified in the review.

2. Decide which of these concerns you will address in the Action Plan

3. Identify your intended outcomes in measurable terms

4. Identify concrete action steps that you will take to address the concerns

#### A Sample Action Plan:

**Sample Action Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Concern | Goal | Action Steps | Date of Completion | **Person(s) Responsible** |
| ***Instructional Process – Classroom Expectations***  The attendance policy for lab is unclear. | Increase lab attendance by 80% | All syllabi will contain a written policy.  Students must pass a test on syllabi information at the 100% level.  Advisory committee members will be asked for quotes about their company’s attendance policies. | January 2016  January 2016  May 2017 | John Doe  Sally Smith  Jane Doe |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Student Learning Outcomes– Assessment Plan***  Classroom research projects were not completed and utilized during the last academic year. | Complete and utilize three classroom research projects during 2017-18 academic year. | 1. Design three appropriate classroom research projects  2. Complete classroom research projects and present data and analysis to division  3. Develop utilization plan for changes, if any, resulting from analysis of data | 1. August division meeting 2017  2. January division meeting 2018  3.February division meeting 2018 | John Doe  Sally Smith  Jane Doe |
| ***Student Learning Outcomes – Student Learning***  Students have 55% pass rate on capstone exam | Increase pass rate to 85% | Include more intensive exam reviews and utilize multiple quizzes before exam | October 2017 | John Doe |

# Timeline and Procedure for Review Form I (Action Plan)

# **Administrative and Student Support Offices**

# **Assessment Descriptions and Templates**

### Assessments to be completed by Student and University Support Offices

(Athletic Department, Student Development, Business Office, Information Systems, Yotee’s Store, Admissions, Advancement Office, Athletic Training Office, Center for Global Service Learning, Registrar’s Office, Student Financial Planning, Library, Student Success Center, Business Office, Provost’s office, President’s office)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **When Administered** | **Assessment Administered by:** | **Purpose of Assessment** | **How Data Used** |
| Criteria for Performance Excellence – Form A | Fall Semester | Provost Office | Track success/goals of: KPI’s, improvements to quality, opportunities for improvement and projects designed for long term improvement | * To utilize data to implement change for continuous improvement |  |
| Form CC – Assessment Plan | Each Spring | Provost Office | Identify outcomes, timing and strategies for assessment | * Improve office effectiveness |
| Form GG – Yearly Assessment | Each Spring | Provost Office | Evaluate Assessment Strategy | * Evaluate assessment strategy |
| Form HH – Action Plan | Every Semester | Provost Office | Evaluate basic college-level skills | * Makes changes for improvement based on assessment outcomes |
| Four Year Office/Program Review | Every Four Years | Provost Office | Evaluate KWU Courses | * Discuss yearly assessments * Create Master Action Plan |
| Form II – Action Plan | Every Four Years | Provosts Office | To develop an action plan for the administrative offices to enact changes and to monitor effects on their performance. | * Discuss yearly assessments * Create Master Action Plan |

### 2019 - 2020 Administration Assessment Due Dates

**KANSAS WESLEYAN UNIVERSITY**

**ADMINISTRATION ASSESSMENT DUE DATES AT-A-GLANCE 19/20**

**Form Form** **Title Due Date .**

Form A  Criteria for Performance Excellence  Due Date: 09.20.19

Form CC  Program Student Learning Objectives Assessment Plan  Due Date: 04.03.20

Form GG  Yearly Programmatic Assessment  Due Date: 09.06.19

Form HH  Action Plan  Due Date: 09.06.19

Form II  Four Year Office/Program Review Guidelines  Due Date: See Assessment

Handbook

All forms should be sent to the Director of Assessment, Dr. Backlin, at [**bill.backlin@kwu.edu**](mailto:bill.backlin@kwu.edu)

### File Renaming for Saving Assessment Forms

Last Name, First Name Form D FAR FA19

Last Name, First Name Form E1 CHEM120 SP20

Last Name, First Name Form E2 CHEM120 SP20

Last Name, First Name Form E3 CHEM120 SP20

Last Name, First Name Form E4 CHEM120 SP20

When the form is for a Student/University Support office it should be saved as follows:

Form CC Admissions 2019-20

Form GG Student Financial Services SP20

Form HH Registrar’s Office YPA SP20

### Criteria for Performance Excellence – Form A

The purpose of the Criteria for Performance Excellence (Form A) is to utilize data to implement change for continuous improvement. Form A has two components:

**1. Key Performance Indicators (KPI’s)**: Indicators of success/goals for improvement

**2. Opportunities for Improvement (OFI’s)**: Things that need improvement in the unit with goals for improvement

This assessment tool is at the “organizational” level where thematic material is gleaned across campus to assist the institution’s continuous improvement process as well. As an institution, it is our job to evidence assessment at the course, department/program/major, and organizational levels.

#### Form A

KANSAS WESLEYAN UNIVERSITY

CRITERIA FOR PERFORMANCE EXCELLENCE

2018-19 Academic Year

**Purpose: To utilize data to implement change for continuous improvement**

Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Responsible Party: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CODES: KPI: Key Performance Indicator/ Dashboard Indicator (Indicators of

success/goals for improvement)

OFI: Opportunities for Improvement (Things that need improvement in the

unit with goals for improvement)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CODE | OPERATIONAL DEFINITION OF INDICATOR | 2016-17 BASELINE | 2016-17 ACTUAL | 2017-18 GOAL | 2017-18 ACTUAL | 2018-19 GOAL | 2018-19 ACTUAL | 2019-20 GOAL | 2019-20 ACTUAL |
| KPI 1 |  |  |  |  |  |  |  |  |  |
| KPI 2 |  |  |  |  |  |  |  |  |  |
| OFI 1 |  |  |  |  |  |  |  |  |  |
| OFI 2 |  |  |  |  |  |  |  |  |  |

1. Based on the information or data gleaned from last year’s goals, identify one or two tangible changes that will be made.
2. Complete the table below with respect to the tangible changes noted in #1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Concern: | Goal: | Action Steps: | Date of Completion (anticipated): | Person(s) responsible: |
|  |  |  |  |  |

### Assessment Plan – Form CC

The assessment plan (Form CC) is an area’s blueprint for success. This document will list an area’s outcomes, the timing and strategies for assessment, and the connections between outcomes and the mission statements of the office/program and university.

The key to the entire plan is writing high-quality outcome statements. Outcomes must be clear, direct, and measureable. They should be the expected or desired “product” that your area produces. Outcome statements should begin with an action verb, and the statements themselves should be succinct. Each area should have approximately 3-5 outcome statements.

#### Form CC

**Form CC: Due Office/Program Outcomes Assessment Plan**

**The (insert office or program name) seeks to:**

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | | Assessment Strategy | When Assessed |
|  | |  |  |
| Connection to University Mission: | Connection to Program Mission: |  |  |
|  | |  |  |
| Connection to University Mission: | Connection to Program Mission: |  |  |
|  | |  |  |
| Connection to University Mission: | Connection to Program Mission: |  |  |
|  | |  |  |
| Connection to University Mission: | Connection to Program Mission: |  |  |
|  | |  |  |
| Connection to University Mission: | Connection to Program Mission: |  |  |

Please provide the Mission Statement for your office/program below:

#### Form GG Yearly Assessment Form GG

Form GG

Due

KANSAS WESLEYAN UNIVERSITY

YEARLY ASSESSMENT

Term and Year: ­­­

Office/Program: ­­­

Director/Responsible Party: ­­

Date Submitted: ­­­

1. Identify the outcome that you are assessing this academic year.
2. What type of data are you using to assess this outcome? Explain.
3. What are the benchmarks for success with respect to this outcome? How were these established? What assessment tools did you use to assess the outcome that you have selected for this year? **Attach these documents and any relevant data to this report.**
4. Analyze the extent to which your office/program fulfilled the outcome that you have selected for this year (500-1000 words, double-spaced). You might consider such elements as: effectiveness of assessment tools, successes that you encountered, shortcomings you have identified, potential changes for future years, progress made on proposed action plans.

### Four-Year Office/Program Reviews

Assessment is ongoing and occurs in all areas on campus. Every four years each office/program will meet with the Provost’s office to discuss all yearly assessments and proposed action plans to date. This review will result in the creation of a Master Action Plan, which, once approved by the Provost’s office, will be presented to President’s Council in the same academic year.

|  |  |
| --- | --- |
| Office/Program | Timing of Four-Year Review |
| Admissions/Enrollment Management | Fall 2018 |
| Advancement | Fall 2022 |
| Athletics | Fall 2020 |
| Board of Trustees | Fall 2020 |
| Finance and Operations | Fall 2021 |
| Human Resources | Fall 2021 |
| Library | Fall 2021 |
| Maintenance and Plant Operations | Fall 2021 |
| Marketing and Communications | Fall 2022 |
| President’s Office | Fall 2020 |
| Provost’s Office | Fall 2021 |
| Registrar’s Office | Fall 2018 |
| Student Development | Fall 2022 |
| Student Financial Planning | Fall 2018 |
| Student Success Center | Fall 2021 |

**Fall 2019:**

Advancement

Marketing and Communications

Student Development

**Fall 2020:**

Athletics

Board of Trustees

President’s Office

**Fall 2021:**

Finance and Operations

Human Resources

Library

Maintenance and Plant Operations

Provost’s Office

Student Success Center

**Fall 2022:**

Admissions/Enrollment Management

Registrar’s Office

Student Financial Planning

### Form HH- Action Plan

#### Form HH

**Gathering Sheet**

**Proposed Action Plan**

**Due:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Concern | Goal | Action Steps | Estimated Cost | Date of Completion | Person(s) Responsible |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

### FORM II: Post-Four Year Program Review Action Plan

#### Form II

The Action Plan is developed to maximize department strengths and address program concerns within the next few years. The Action Plan should include a set of realistic recommendations, within the institution’s resources, to overcome department concerns and maximize program strengths.

* The Action Plan is intended to direct program improvement in a continuous quality improvement process.
* The Action Plan is prepared by the department after analyzing data gathered as part of their self-study and reviewing concerns and recommendations identified by the Curriculum Committee and the Provost.
* The Action Plan includes a time line, those responsible for follow-through, and estimated physical, financial, and human resources needed.
* The Action Plan is built on measurable objectives.
* The Action Plan is focused on both program improvement and student learning improvement
* The Action Plan is presented to the Institutional Assessment and Research Council (IARC) for evaluation of completion.
* One year after its development, the Department Chair will present an update of the progress on the Action Plan to the Provost’s office and Institutional Assessment and Research Council (IARC).
* The Provost’s office will begin the next cycle of program reviews with an analysis of the progress made on the Action Plan.

To create the Action Plan, take the following steps.

1. Review the concerns identified in the review.

2. Decide which of these concerns you will address in the Action Plan

3. Identify your intended outcomes in measurable terms

4. Identify concrete action steps that you will take to address the concerns

A sample Action Plan follows:

**Sample Action Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Concern | Goal | Action Steps | Date of Completion | **Person(s) Responsible** |
| ***Instructional Process – Classroom Expectations***  The attendance policy for lab is unclear. | Increase lab attendance by 80% | All syllabi will contain a written policy.  Students must pass a test on syllabi information at the 100% level.  Advisory committee members will be asked for quotes about their company’s attendance policies. | January 2020  January 2020  May 2021 | John Doe  Sally Smith  Jane Doe |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Student Learning Outcomes– Assessment Plan***  Classroom research projects were not completed and utilized during the last academic year. | Complete and utilize three classroom research projects during 2019-20 academic year. | 1. Design three appropriate classroom research projects  2. Complete classroom research projects and present data and analysis to division  3. Develop utilization plan for changes, if any, resulting from analysis of data | 1. August division meeting 2019  2. January division meeting 2020  3.February division meeting 202 | John Doe  Sally Smith  Jane Doe |
| ***Student Learning Outcomes – Student Learning***  Students have 55% pass rate on capstone exam | Increase pass rate to 85% | Include more intensive exam reviews and utilize multiple quizzes before exam | October 2020 | John Doe |

# **Assessments to be completed by Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **When Administered** | **Assessment Administered by:** | **Purpose of Assessment** | **How Data Used** |
| ACT/SAT Exam | Prior to Entry | ETS Proctor (Currently Michelle Jensen) | Basic Skill Evaluation | * Admission to KWU * Admission to Teacher Education Program |
| Advisor Survey | Each Spring | Director of Assessment | Evaluate Advisors | * Improve the quality of advising |
| CAAP (The Collegiate Assessment of Academic Proficiency) | Every Semester | Director of Assessment | Evaluate basic college-level skills | * Admission to Teacher Education Program |
| Course Evaluation | Each Semester | Director of Assessment | Evaluate KWU Courses | * Professor Portfolio Data * Make changes within course |
| English Placement Exam  (Accuplacer) | Freshman Year (ACT sub score of 18 or below) | Director of Assessment | Basic English Skills Evaluation | * Determine if student is to enroll in INTD090 with ENGL120 |
| ETS Senior Department Exam | Senior Year | Director of Assessment/Individual Departments | Content Knowledge Evaluation for BICH, BIOL, CHEM, BUSM, BUSA, ENGL, MATH, PHYS, PSCH, PSYC | * Improve student learning * Program Reviews |
| INTD090 The Successful Student’s Study Skills | Every Semester | Director of Student Success | Pretest/posttest of effective study habits | * Identify targets areas for instruction |
| NSSE (National Survey of Student Engagement) | Every other year  (odd spring) | Director of Assessment/NSSE | Measure student engagement and satisfaction | * Improve  instruction * Improve student’s academic experience |
| On-line Graduate Survey | Senior Year | Director of Assessment | Evaluate Graduates | * To improve student learning * Make changes within the university |
| Post-Graduate Survey | First year after graduation | VP Student Development | Evaluate Alumni | * Measure success of graduates in the work force |
| Withdrawal Exit Interview | After each incident of early withdrawal from KWU | VP Student Development | Identifies reasons students leave KWU prior to graduation | * Identifies areas needed for improvement to aid in retention |

### ACT/SAT Exam

The ACT and SAT are curriculum-based. The ACT and SAT are not aptitude or IQ tests. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, Mathematics, and Science and the SAT directly related to what students have learned in high school courses in English and Mathematics. Because the tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT or SAT than they are with traditional aptitude tests or tests with narrower content.

The ACT test assesses high school students' general educational development and their ability to complete college-level work.

* The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
* The Writing Test, which is optional, measures skill in planning and writing a short essay.

The SAT test assesses high school students’ general education development and allows students to apply that knowledge to complete college-level work.

* The tests cover three skill areas: critical reading, writing and math.

Kansas Wesleyan University requires a student to achieve an 18 composite score on the ACT (no writing) or an 860 combined mathematics and critical reading score on the SAT (no writing) and a high school cumulative GPA of 2.5 (on a 4.0 scale) or above for regular admittance.

If a student receives an ACT composite score of 15 through 17 or a 700 combined mathematics and critical reading score on the SAT and has a high school cumulative GPA of 2.0 (on a 4.0 scale) or above, the student can be provisionally admitted to Kansas Wesleyan University.

### Advisor Survey

Advisor surveys are designed to measure advising effectiveness in the areas of academic success and planning, career planning and personal well-being.

#### Advisor Survey

|  |  |
| --- | --- |
| 1 | Please enter your student ID below (It will not be forwarded to your advisor. It is for administrative purposes only.) |
| 2 | I was able to find information necessary to help me make informed decisions about my academic program at KWU  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |

|  |  |
| --- | --- |
| 3 | I came to my meeting with my advisor prepared  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |
| 4 | I keep my advisor informed of any changes in my academic progress and goals.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |

|  |  |
| --- | --- |
| 5 | I promptly return my advisor's phone calls or emails.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |
| 6 | I have taken appropriate action based upon conversations with my advisor.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |

|  |  |
| --- | --- |
| 7 | My advisor is knowledgeable about my degree requirements.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |
| 8 | My advisor has helped me understand the liberal studies requirements.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |

|  |  |
| --- | --- |
| 9 | If unable to provide the information or assistance that I need, my advisor knows where to refer me.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |
| 10 | My advisor has encouraged me to take responsibility for my academic progress.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |

|  |  |
| --- | --- |
| 11 | My advisor has encouraged me to do short-term and long-term academic planning.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  Strongly Disagree |
| 12 | My advisor has discussed potential career options with me.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |

|  |  |
| --- | --- |
| 13 | My advisor is willing to spend sufficient time with me to deal with academic and professional concerns.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |
| 14 | My advisor is available for appointments with me.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |

|  |  |
| --- | --- |
| 15 | I am pleased with the overall nature of my meetings with my advisor.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree |
| 16 | Comments about my experiences with my advisor. |

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### Course Evaluations

Course evaluations are administered to students each semester to for each course offered. Students rate their instructors teaching performance as well as the effectiveness-design of the course. Results are used as a tool for future teaching method and course improvement. Results are also used in faculty reviews.

1. The Assessment Director will email Faculty information regarding the dates to administer the evaluations. Evaluations will be entirely on-line. The Assessment Director will provide the active links for course/instructor evaluations.
2. Evaluations are only active within a specified timeframe and students are expected to participate in the online evaluation within said timeframe.
3. Faculty need to distribute the evaluation link to their students. When students click on this link, it will direct them to the survey in LiveText. Faculty should inform students of the upcoming evaluations prior to the date they will give the students the link. Faculty should allow students 15 minutes during class time to complete the evaluations.
4. Faculty are to instruct students to partake in the online evaluation, inform student the evaluation is anonymous, and answers (responses) go directly to the Assessment Director and faculty will not see individual evaluations, but will see a summation of all of the responses provided by students in their course section. Faculty are to remind students that it is important that students complete the evaluations during the specified time-frame.
5. After the time frame has expired for completing the evaluations, the Assessment Director will disaggregate the data, provide the results to the Provost and to the individual faculty members.

This analysis phase may take from two-three weeks before results are returned to the faculty.

#### Course Evaluation

**Kansas Wesleyan University Course Evaluation**

*This survey is anonymous. Course evaluation results are reported to instructors by mean of each question.*

Please do not fill in the field id section. **Please rate each of the following questions with the best answers shown below. Indicate on the scan card the extent to which you agree or disagree with each statement by filling in the corresponding letter on card that best represents your agreement with the statement. Leave question blank on card for those questions that do not apply. Please do not write on this paper.**

1. Class Status (fill in corresponding letter on card)

A-Freshman B-Sophomore C-Junior D-Senior E-Graduate/Non-Degree Seeking

1. Reason for Taking This Course (fill in corresponding letter on card)

A-Liberal Studies B-Major/Minor C-Elective D-Other Requirement

1. Rate the amount of effort that you feel you gave in this course:

A-A great deal B-Above Average C-Some D-Little E-None

1. Rate how much you have gained from this course: ·

A-A great deal B-Above Average C-Some D-Little E-None

1. The instructor is well prepared for each class.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor explains the material in an interesting manner.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor demonstrates enthusiasm for course material.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor is knowledgeable and informed about subject matter.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor answers questions clearly.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor appears poised and self-confident.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

***(turn page over for additional questions)***

1. The instructor speaks clearly (e.g. volume, diction, vocabulary).

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor encourages students to express opinions.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor is approachable.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor is available and encourages students to seek help.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor effectively uses technology and educational media.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The instructor gives helpful feedback in a timely manner.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

17 The instructor provides opportunities for students to learn from each other.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

18 The course is well organized.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The objectives of the course are clearly explained and relevant to the content of the course.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. Assignments are reasonable and related to course objectives & textbook.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. Examinations are related to course content.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. Class discussions enhance understanding of course material.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. The textbook and/or resource materials were helpful in understanding the course content.

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. Student performance in the course was evaluated in a number of ways (such as exams, papers, projects, journals, field experiences, etc).

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

On back of card please comment on the following questions:

What aspects of this course did you feel were especially good? What changes could be made to improve this course? Do you have any additional comments about this course?

### 

### INTD090 “The Successful Student’s Study Skills”

The Successful Student’s Study Skills assessment is a 16 item instrument. The students respond either yes or no to statements pertaining to study and reading habits. The instrument is administered as a pre-test/posttest.

#### The Successful Student’s Study Skills

**Directions: Please read through these quickly and circle the N or Y.**

N Y 1. I have written out and posted a weekly schedule for myself. The time-table includes class study and work time along with other necessary daily time expenditures.

N y 2. I know the name of every teacher I have this semester, his/her office location, and office hours.

N y 3. I have the required books for every class.-

N y 4. I have surveyed every textbook that I am using this semester, i.e., I've read the Introduction, Preface, Table of Contents, Glossary, and Index.

N y 5. In case I am forced to miss a class, I know the name and contact information of a fellow student.

N y 6. I have a separate and workable notebook for each class, i.e., there is a place for handouts, a place to note assignments, flexibility to add or recopy notes without influencing the proper sequence, etc.

N y 7. I have located a permanent place to study. The place is well lighted, quiet, free of distractions, and equipped with proper studying equipment.

N y 8. My lecture notes are always dated, neat, titled, and written in my own words.

N y 9. When I get tense before an exam, I know a relaxation technique that can help me do better on the test.

N y 10. Upon taking a test, I first skim through the entire test, then work the questions I am most sure of, then go back and answer the more difficult ones and finally review the entire test.

N Y 11. I always survey a chapter before beginning to read thoroughly.

N Y 12. I always summarize, either silently or in writing, the chapter I have just finished reading.

N Y 13. When I read, read actively: that is, I read with questions in mind.

N Y 14. I underline in my textbooks after read a chapter.

N Y 15. I always attempt to be on time for class.

N Y 16. I always come prepared to class. I have read the assignment and completed the written assignment.

For the skills that you do not use, choose 2 or 3 to work on immediately.

Revised: Spring 2014, Theresa Hoang

STUDENT LEARNING ASSISTANCE CENTER (SLAC)

Texas State University

### National Survey of Student Engagement (NSSE)

Through its student survey, The College Student Report, NSSE annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

NSSE provides participating institutions a variety of reports that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for individual survey questions and the five NSSE Benchmarks of Effective Educational Practice. Each November, NSSE also publishes its Annual Results, which reports topical research and trends in student engagement results. NSSE researchers also present and publish research findings throughout the year.

What is the survey about?

Survey items on The College Student Report represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. NSSE doesn’t assess student learning directly, but survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

How are survey results used?

Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education. This information is also used by prospective college students, their parents, college counselors, academic advisers, institutional research officers, and researchers in learning more about how students spend their time at different colleges and universities and what they gain from their experiences.

### Graduate Exit Survey KWU

The Graduate Exit survey is administered each semester to graduating students. It is designed to measure graduating students’ satisfaction with Kansas Wesleyan University in areas such as, academic rigor, dorm life, dining experiences, activities, athletics, advising, relationships with faculty, administration and other personnel and campus environment.

# Timeline and Procedure for Review of Graduate Exit Survey

#### Graduate Exit Survey KWU

|  |  |
| --- | --- |
| 1 | Student ID Number |
| 2 | What degree are you receiving?  UncheckedAssociate of Arts  UncheckedBachelor of Arts  UncheckedBachelor of Science   * Other |

|  |  |
| --- | --- |
| 3 | How many semesters have you attended KWU working on your current degree?  Unchecked1-2  Unchecked3-4  Unchecked5-6  Unchecked7-8  Unchecked9-10  Unchecked11-12   * more |
| 4 | Select your primary major from dropdown menu  UncheckedAccounting  UncheckedArt Education  UncheckedAthletic Training  UncheckedBiology  UncheckedBiology Education  UncheckedBiomedical Chemistry  UncheckedBusiness Leadership  UncheckedBusiness Management  UncheckedBusiness Studies  UncheckedChemistry  UncheckedChemistry Education  UncheckedChristian Ministry  UncheckedCommunications  UncheckedComputer Information Systems  UncheckedComputer Science  UncheckedCriminal Justice  UncheckedElementary Education  UncheckedEmergency Management  UncheckedEngineering Physics  UncheckedEnglish  UncheckedEnglish and Writing Emphasis  UncheckedEnglish Education  UncheckedEnvironmental Studies & Community Resilience  UncheckedExercise Science - Personal Training  UncheckedExercise Science - Corporate Fitness  UncheckedExercise Science - Pre Physical Therapy  UncheckedGraphic Design  UncheckedHistory  UncheckedHistory Education  UncheckedHuman Resource Management  UncheckedInterdisciplinary Studies  UncheckedMarketing  UncheckedMathematics  UncheckedMathematics Education  UncheckedMusic Education  UncheckedMusic General  UncheckedMusic Performance  UncheckedNursing  UncheckedPhilosophy-Humanities  UncheckedPhilosophy-Science  UncheckedPhotography  UncheckedPhysical Education  UncheckedPsychology  UncheckedPsychological Services - Addiction Counseling  UncheckedPsychological Services - Domestic Issues  UncheckedPsychological Services -Educational Counseling  UncheckedPsychological Services - Health & Wellness  UncheckedPsychological Services - Human Resources  UncheckedPsychological Services - Offender Management  UncheckedPublic Relations  UncheckedReligion  UncheckedSociology  UncheckedSpeech  UncheckedSpeech and Theatre Education  UncheckedSports Management  UncheckedTheatre  Visual Arts-Drawing |

|  |  |
| --- | --- |
| 5 | Select your secondary major from dropdown menu  UncheckedAccounting  UncheckedArt Education  UncheckedAthletic Training  UncheckedBiology  UncheckedBiology Education  UncheckedBiomedical Chemistry  UncheckedBusiness Leadership  UncheckedBusiness Management  UncheckedBusiness Studies  UncheckedChemistry  UncheckedChemistry Education  UncheckedChristian Ministry  UncheckedCommunications  UncheckedComputer Information Systems  UncheckedComputer Science  UncheckedCriminal Justice  UncheckedElementary Education  UncheckedEmergency Management  UncheckedEngineering Physics  UncheckedEnglish  UncheckedEnglish and Writing Emphasis  UncheckedEnglish Education  UncheckedEnvironmental Studies & Community Resilience  UncheckedExercise Science - Personal Training  UncheckedExercise Science - Corporate Fitness  UncheckedExercise Science - Pre Physical Therapy  UncheckedGraphic Design  UncheckedHistory  UncheckedHistory Education  UncheckedHuman Resource Management  UncheckedInterdisciplinary Studies  UncheckedMarketing  UncheckedMathematics  UncheckedMathematics Education  UncheckedMusic Education  UncheckedMusic General  UncheckedMusic Performance  UncheckedNursing  UncheckedPhilosophy-Humanities  UncheckedPhilosophy-Science  UncheckedPhotography  UncheckedPhysical Education  UncheckedPsychology  UncheckedPsychological Services - Addiction Counseling  UncheckedPsychological Services - Domestic Issues  UncheckedPsychological Services -Educational Counseling  UncheckedPsychological Services - Health & Wellness  UncheckedPsychological Services - Human Resources  UncheckedPsychological Services - Offender Management  UncheckedPublic Relations  UncheckedReligion  UncheckedSociology  UncheckedSpeech  UncheckedSpeech and Theatre Education  UncheckedSports Management  UncheckedTheatre   * Visual Arts-Drawing |
| 6 | List any additional majors you had while at KWU |

|  |  |
| --- | --- |
| 7 | List any Minor(s) you had at KWU |
| 8 | Please evaluate KWU on its capacity to provide an educational program characterized by excellence  Kansas Wesleyan University Mission  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  No Basis for Judgment |

|  |  |
| --- | --- |
| 9 | Please evaluate KWU on its capacity to provide education that is rooted in the liberal arts tradition  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |
| 10 | Please evaluate KWU on its capacity to develop both intellect and character  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 11 | Please evaluate KWU on its capacity to stimulate creativity and discovery  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |
| 12 | Please evaluate KWU on its capacity to encourage diversity in curriculum, faculty and students  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 13 | Please evaluate KWU on its capacity to prepare students for careers and professions  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |
| 14 | Please evaluate KWU on its capacity to prepare students for lifelong learning  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 15 | Please evaluate KWU on its capacity to equip students for responsible leadership in their communities  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |
| 16 | Please evaluate KWU on its capacity to equip students for useful service in and to the world  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 17 | Please evaluate KWU on its capacity to equip students for stewardship of the Earth  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |
| 18 | Please evaluate KWU on its capacity to help students integrate faith and learning  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 19 | How many of your liberal studies courses did you take at KWU?  Liberal Studies Progress  Uncheckednone  Uncheckedabout 1/2  Uncheckedall or almost all |
| 20 | To what extent do you think the liberal studies curriculum has accomplished its mission at Kansas Wesleyan  Uncheckeda great deal  Uncheckedsomewhat  Uncheckedvery little  Uncheckednot at all |

|  |  |
| --- | --- |
| 21 | Demonstrate effective oral and written communication and the ability to evaluate rhetoric  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |
| 22 | Demonstrate an ability to use quantitative and symbolic reasoning  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |

|  |  |
| --- | --- |
| 23 | Demonstrate an understanding of the scientific method and its applications  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |
| 24 | Demonstrate an ability to effectively use technology  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |

|  |  |
| --- | --- |
| 25 | Demonstrate an understanding of the individual as well as a broad culture view of humankind and an understanding of human relationships  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |
| 26 | Demonstrate an awareness of the importance of history, both as an understanding of historical roots and a guide toward future action  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |

|  |  |
| --- | --- |
| 27 | Demonstrate an ability to analyze creative work, study, and experience how thought, emotion, and meaning are expressed through creative arts  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |
| 28 | Demonstrate an awareness of the importance of human spirituality and values in relationship to the ongoing tradition of philosophical and ethical inquiry  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |

|  |  |
| --- | --- |
| 29 | Demonstrate an awareness of the importance of human spirituality and values in their relationships to the Divine  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |
| 30 | Enhance breadth of experience, self-knowledge, and improvement in your life-long well-being  Uncheckedsuperior  Uncheckedaverage  Uncheckedbelow average  Uncheckedpoor |

|  |  |
| --- | --- |
| 31 | What were your reasons for intially coming to KWU  UncheckedSports  UncheckedLocation  UncheckedAcademic Programs  UncheckedFaculty and Staff  UncheckedSmall classes  UncheckedFriendly environment  UncheckedScholarships and cost  UncheckedActivities (Music, theatre, debate, etc.)  UncheckedOther |
| 32 | What were your reasons for completing your degree at KWU  UncheckedSports  UncheckedLocation  UncheckedAcademic Programs  UncheckedFaculty and Staff  UncheckedSmall classes  UncheckedFriendly environment  UncheckedScholarships and cost  UncheckedActivities (Music, theatre, debate, etc.)  UncheckedOther |

|  |  |
| --- | --- |
| 33 | Have you ever considered leaving KWU?  Uncheckedyes  Uncheckedno |
| 34 | Why or Why not? |

|  |  |
| --- | --- |
| 35 | Would you recommend KWU to another student?  Uncheckedyes |
| 36 | Why or Why not? |

|  |  |
| --- | --- |
| 37 | Attention to the needs of physically challenged individuals  Please rate your satisfaction with KWU in the following areas  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedno basis for judgment |
| 38 | Concern for me as an individual  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedno basis for judgment |

|  |  |
| --- | --- |
| 39 | Attention to the needs of older/non-traditional students  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedno basis for judgment |
| 40 | recognize and respect the diversity of all students  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedno basis for judgment |

|  |  |
| --- | --- |
| 41 | What are your plans following graduation?  Uncheckedpurse another undergraduate degree  Uncheckedcontinue in present job  Uncheckedwork in a new job  Uncheckedgo to graduate or professional school  Uncheckeduncertain |
| 42 | If you would like assistance in planning beyond graduation please provide your email address below |

|  |  |
| --- | --- |
| 43 | Do you feel prepared for what you plan to do?  Uncheckedyes  Uncheckedmixed  Uncheckedno |
| 44 | Where did you get help with the selection of graduate schools, career counseling, or job placement?  Uncheckedadvisor  Uncheckedother faculty  Uncheckedinternet  Uncheckedfamily  Uncheckedworkplace  Uncheckedfriends  Uncheckedcareer development  Uncheckedself |

|  |  |
| --- | --- |
| 45 | Experience with the President's office  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedno basis for judgment |
| 46 | Comments regarding your experience with the President's Office |

|  |  |
| --- | --- |
| 47 | Experience with the Provost's office  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedno basis for judgment |
| 48 | Comments regarding your experience with the Provost Office |

|  |  |
| --- | --- |
| 49 | Do your purchase your books at the campus bookstore?  UncheckedYes, all of my books  UncheckedYes, some of my books  UncheckedNo, none of my books |
| 50 | Please rate how satisifed your are with the Campus Bookstore  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissastisfied  UncheckedNo basis for Judgment |

|  |  |
| --- | --- |
| 51 | Comments regarding the campus bookstore |
| 52 | Please rate your experience with the Business Office (Pioneer Hall, Rm160  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 53 | Comments regarding your experience with the Business Office |
| 54 | Please rate your satisfaction with K-DUB HUB, located on second floor in Pioneer Hall, across hall from Admissions Office - Experience with enrollment services  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 55 | Experience with course evaluation/transfer from other colleges  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |
| 56 | Information about registration  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 57 | Information about graduation  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |
| 58 | Experience with financial aid services  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 59 | Enter question here |
| 60 | Please rate your satisfaction with the availability of wireless connection on campus  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |

|  |  |
| --- | --- |
| 61 | Overall, do you believe there is an adequate and appropriate availability and use of technology in computer labs and classrooms?  Uncheckedyes  Uncheckedno  Uncheckedmixed |
| 62 | Comments regarding availability of technology |

|  |  |
| --- | --- |
| 63 | Do you feel there is adequate access to computer labs?  Uncheckedyes  Uncheckedmixed  Uncheckedno |
| 64 | Do you feel there is adequate technical support for your personal technology needs?  Uncheckedyes  Uncheckedmixed  Uncheckedno |

|  |  |
| --- | --- |
| 65 | Comments regarding adequate access and technical support |
| 66 | Have you ever used the campus library in person or by electronic means?  Uncheckedyes  Uncheckedno |

|  |  |
| --- | --- |
| 67 | Please rate your satisfaction with the experience with the campus library resources  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied  UncheckedNo Basis for Judgment |
| 68 | How often did you use the campus library in person?  Uncheckeddaily  Uncheckedweekly  Uncheckedmonthly  Uncheckedonce a semester  Uncheckedless than once a semester |

|  |  |
| --- | --- |
| 69 | How often did you use the campus library by electronic means (website, databases, subject guides, etc.)?  Uncheckeddaily  Uncheckedweekly  Uncheckedmonthly  Uncheckedonce a semester  Uncheckedless than once a semester |
| 70 | Comments regarding library resources |

|  |  |
| --- | --- |
| 71 | For what purpose(s) did you use the campus library  Uncheckedelectronic databases via the library homepage  Uncheckedresearch  Uncheckedinterlibrary loan  Uncheckedmeeting with other students  Uncheckedstudy  Uncheckedcomputers for purposes other than research  Uncheckedbooks, videos, and other materials on reserve  Uncheckedfind books and DVDs  Uncheckedother |
| 72 | What success did you have in finding the materials you needed?  Uncheckedfound everything  Uncheckedfound most of the materials  Uncheckedfound none of the materials |

|  |  |
| --- | --- |
| 73 | How did you find the materials?  Uncheckedstaff  Uncheckedstudent workstudy  Uncheckedother students (non-staff)  Uncheckedon my own |
| 74 | Have you been on the meal plan?  Uncheckedyes  Uncheckedno |

|  |  |
| --- | --- |
| 75 | Have you eaten in the Shriwise Cafeteria  Uncheckedyes  Uncheckedno |
| 76 | Rate the quality of the food at Shriwise Cafeteria  UncheckedVery Satisfied  UncheckedSatisfied  UncheckedDissatisfied |

|  |  |
| --- | --- |
| 77 | Comments regarding the Shriwise Cafeteria: |
| 78 | Please rate your experience with the Den - located in the Hauptli Student Center  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedhave not eaten at the Den |

|  |  |
| --- | --- |
| 79 | Rate the quality of the food at the Den  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedhave not eaten at the Den |
| 80 | Comments regarding the Den |

|  |  |
| --- | --- |
| 81 | Rate your satisfaction with the general appearance of campus  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |
| 82 | Rate your satisfaction with campus security  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |

|  |  |
| --- | --- |
| 83 | What is your level of comfort regarding campus security?  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |
| 84 | Rate your experience with maintenance  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |

|  |  |
| --- | --- |
| 85 | Rate your satisfaction with the speed at which maintenance issues were resolved  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |
| 86 | How fast did maintenance respond to concerns in the residence halls/apartments?  Uncheckedfast response  Uncheckedslow response  Uncheckedno response  Uncheckednever lived on campus |

|  |  |
| --- | --- |
| 87 | Comments regarding security or maintenance? |
| 88 | Have you ever had any experience with the Student Success Center?  Uncheckedyes  Uncheckedno |

|  |  |
| --- | --- |
| 89 | Rate your experience with the Student Success Center  Uncheckednever used the Student Success Center  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied |
| 90 | What was your purpose for using the Student Success Center?  Uncheckednever used the student success center  Uncheckedmandatory  Uncheckedaccommodation  Uncheckedtutoring  Uncheckedtesting  Uncheckedstudy group  Uncheckedstudy skills information  Uncheckedacademic counseling  UncheckedEnglish Language and writing skills  Uncheckedother |

|  |  |
| --- | --- |
| 91 | Was the availability of services adequate or compatible with your schedule?  Uncheckedyes  Uncheckedno |
| 92 | Were the services adapted to your needs?  Uncheckedyes  Uncheckedno |

|  |  |
| --- | --- |
| 93 | Comments regarding the Student Success Center: |
| 94 | What resource(s) did you use to develop your long-range graduation plan?  ADVISING  Uncheckeddid not have a graduation plan  Uncheckedadvisor  Uncheckedcatalog  Uncheckedstudent services staff  Uncheckedparents  Uncheckedfriends  Uncheckedgraduate program admission requirements  Uncheckedcoach  Uncheckeddid it myself  Uncheckedother faculty  Uncheckedother |

|  |  |
| --- | --- |
| 95 | Rate the curriculum advising you received  Uncheckedassistance from advisor, helpful  Uncheckedassistance from advisor, not helpful  Uncheckedassistance from someone other than advisor  Uncheckeddid not need assistance |
| 96 | Rate the career planning advising you received  Uncheckedassistance from advisor, helpful  Uncheckedassistance from advisor, not helpful  Uncheckedassistance from someone other than advisor  Uncheckeddid not need assistance |

|  |  |
| --- | --- |
| 97 | Rate the personal counseling advising you received  Uncheckedassistance from advisor, helpful  Uncheckedassistance from advisor, not helpful  Uncheckedassistance from someone other than advisor  Uncheckeddid not need assistance |
| 98 | Comments regarding the type of advising you received: |

|  |  |
| --- | --- |
| 99 | How often, on average, did you talk to or meet with your advisor?  Uncheckedless than once a semester  Uncheckedonce a semester  Uncheckedonce a month  Uncheckedonce a week  Uncheckedmore than once a week |
| 100 | How many different advisors did you have since coming to KWU?  Uncheckedone  Uncheckedtwo  Uncheckedthree or more |

|  |  |
| --- | --- |
| 101 | Comments regarding your advisor: |
| 102 | Please rate your satisfaction with the religious atmosphere on campus  UncheckedVery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied |

|  |  |
| --- | --- |
| 103 | Did you participate in any of the mission/service projects while you were a student at KWU?  Uncheckedyes  Uncheckedno |
| 104 | In what ways have your religious, spiritual, and philosophical views been challenged or expanded while you were here at KWU?  UncheckedClass discussions  UncheckedReligion-based organizations  UncheckedReligion classes  UncheckedDorm Discussions  UncheckedStaff/Faculty  UncheckedOther |

|  |  |
| --- | --- |
| 105 | Comments regarding religious atmosphere, participation, or views being challenged/expanded? |
| 106 | Indicate an activity which has been most significant to you in integrating faith and learning while at KWU, if any? |

|  |  |
| --- | --- |
| 107 | To what extent did you experience Christian community at KWU (both inside and outside of the classroom), if any? |
| 108 | Please rate your experience with the Student Development Office  UncheckedVery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckedno basis for judgment |

|  |  |
| --- | --- |
| 109 | What service(s) available in the Student Development Office have you used, it any? |
| 110 | Experience with career planning and placement services  UncheckedVery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |

|  |  |
| --- | --- |
| 111 | Were they helpful?  Uncheckedyes  Uncheckedno |
| 112 | Comments regarding the Student Development Office: |

|  |  |
| --- | --- |
| 113 | Have you used the personal counseling referral services for students?  Uncheckedyes  Uncheckedno |
| 114 | If yes, were you satisfied with your experience?  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied |

|  |  |
| --- | --- |
| 115 | Would you use on campus medical services or medical referral servicess if they were available?  Uncheckedyes  Uncheckedno  Uncheckedunsure |
| 116 | Were there any student services that you needed but were unavailable to you at KWU? |

|  |  |
| --- | --- |
| 117 | Were you involved in any student activities?  Uncheckedyes  Uncheckedno |
| 118 | What activity did you enjoy the most? |

|  |  |
| --- | --- |
| 119 | What activity did you enjoy the least? |
| 120 | If you did NOT participate in student activities - what was the reason(s) for not participating |

|  |  |
| --- | --- |
| 121 | Rate your satisfaction with athletic participation  UncheckedVery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |
| 122 | Rate your satisfaction with participation in other activities (Music, Theatre, Debate, etc.).  UncheckedVery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |

|  |  |
| --- | --- |
| 123 | Comments regarding your satisfaction with athletic or other activities (music, theatre, debate, etc.) |
| 124 | Have you ever lived on campus?  Uncheckedyes  Uncheckedno |

|  |  |
| --- | --- |
| 125 | Rate your experience with dormitory life  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |
| 126 | Rate your experience with campus apartment life  Uncheckedvery satisfied  Uncheckedsatisfied  Uncheckeddissatisfied  Uncheckednot applicable |

|  |  |
| --- | --- |
| 127 | What did you like least about living in a campus dorm or apartment? |
| 128 | What are your opinions on the fall room selection? |

|  |  |
| --- | --- |
| 129 | If you did not live on campus, would you have lived on campus if there had been more apartment-type facilities available? |
| 130 | Any additional comments regarding campus housing: |

|  |  |
| --- | --- |
| 131 | Any additional comments you would like to express?    Thank you for participating in our Graduation Exit Survey. Your opinions are important. Congratulations on your future success!! |

### Post-Graduate Survey

The post-graduate survey is administered to alumni. It is designed to track where alumni currently stand within the workforce.

#### Post – Graduate Exit Survey

**KANSAS WESLEYAN UNIVERSITY  
2015 POST-GRADUATE SURVEY**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Maiden Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State \_\_\_\_\_\_ Zip \_\_\_\_\_\_\_**

**Phone (\_\_\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**KWU Major(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Graduated:** Fall 2014 Spring 2015

Summer 2015

**Gender:** Male Female

**Please mark if you wish for your placement information to remain anonymous.**

1. **Please circle all that apply:** 
   1. Actively seeking full-time position.
   2. Attending graduate or professional school.  
      Name of School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
      Field of Study \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Employed in a *full-time* position.  
      Employer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
      City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_\_\_\_  
      Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Employed in a *part-time* position.

Employer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_\_\_\_  
Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Volunteering at an organization full-time.
  2. Decided not to seek employment.
  3. Entered the military.

1. **What state did you come to KWU from?   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **What state do you currently reside in?   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **To the best of your recollection, how often did you utilize Career Services’ resources during college?** Regularly Very Often  
   Often Rarely  
   Never
4. **While taking classes at KWU, approximately how many hours per week did you usually work? (Include on- and off-campus employment).**

Usually Not Employed  
Usually employed 1-10 hours per week  
Usually employed 11-20 hours per week  
Usually employed 21-39 hours per week  
Usually employed 40 + hours per week

1. **Did you have any career related experience prior to graduation?**

YES NO **If yes, what kind of career related experience did you have? (Circle all that apply).**

* 1. Volunteer Work
  2. Part-Time Job
  3. Summer Job
  4. Un-paid Internship
  5. Paid Internship
  6. Undergraduate Research

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **To the best of your recollection, how many job offers have you received since graduation?**

Zero Three  
One Four  
Two Five or more

1. **Do you consider your job to be related to your college major?** VERY related to career goals  
   SOMEWHAT related to career goals  
   NOT related to career goals
2. **While you were an undergraduate student, did you… (Circle all that apply.)**
   1. Study Abroad?
   2. Study at another college in the U.S.?
   3. Participate in an internship?
   4. Work a part-time job?
   5. Work a full-time job?
   6. Get involved in any on-campus groups?
      1. If so, what group(s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. Participate in any service learning experiences?
   8. Volunteer within the community?
   9. Participate in a CampusServe event?

**MORE QUESTIONS ON BACK…**

**If you are employed, please answer questions 10-14.**

1. **To the best of your recollection, how many interviews did you participate in prior to employment?**

Zero Three  
One Four  
Two Five or more

1. **Do you consider your job to be related to your career goals and/or be an entry to assist you with reaching your career goals?** VERY related to career goals  
   SOMEWHAT related to career goals  
   NOT related to career goals

1. **Did your job offer include a signing bonus?** YES NO  
   **If you received a signing bonus, what was the amount in which you received?**

$2,000 or less  
$2,001 to $4,000  
$4,001 to $6,000  
$6,001 or more

1. **If you have accepted a professional job, how did you learn of that opportunity?   
   (Circle all that apply.)**
   1. Career or Job Fair
   2. Internship
   3. Internet Source (ie. Indeed.com, etc.)
   4. Friend or Family Member
   5. Newspaper
   6. Office of Career Services
   7. Someone already working for the employer
   8. KWU Alum
   9. Professor or other faculty or staff member.
   10. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **What yearly salary range do you fall in?**

$30,000 or Below  
$30,001 to $40,000  
$40,001 to $50,000  
$50,001 to $60,000

$60,001 to $70,000  
$70,001 to $80,000  
$80,001 to $90,000  
$90,001 or More

1. **If you had to do it over again, is there anything related to planning for life after college that you would do differently?** YES NO **If yes, please circle ALL that apply:** a. Learned more about graduate school.
2. Received more related career experience.
3. Learned more about career options.
4. Started my job search earlier.
5. Used more job search resources.
6. Asked professors and/or other advisors for advice (more often, earlier, or at all).
7. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. **Please circle what ways you would be interested in getting involved with at KWU.**
   1. Local Area Alumni Chapter Member
   2. Student Mentor
   3. Guest Speaker for events, classrooms, etc.
   4. Volunteer
   5. Career Services resource for job openings, internships, volunteer opportunities, etc.
   6. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLEASE COMPLETE &   
RETURN BY DECEMBER 11TH IN THE ENCLOSED POSTAGE PAID ENVELOPE.**

### ETS Senior Department Exam

As a requirement for degree completion, certain departments require graduating seniors to complete a senior department exam (also called the ETS Major Field Test) is taken on-line through ETS. The ETS Major Field Tests are comprehensive undergraduate outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge by evaluating the students’ ability to analyze and solve problems, understand relationships and interpret material from their major field of study. The Senior Department Exam is administered each semester by the Director of Assessment.

#### ETS

**Link to Sample Test Questions:**

[**https://www.ets.org/mft/about/sample\_questions/**](https://www.ets.org/mft/about/sample_questions/)

### Withdrawal Exit Interview

The VP of Student Development conducts an exit interview to students who withdraw from the university before the semester’s end or prior to graduation. The purpose of the interview is to identify areas/issues/concerns that could use improvement, in order to increase retention. If the student leaves first without informing KWU, a follow-up call by VP of Student Development is made. The results are kept in student Development. They are reviewed by President’s Council, KWU Cares, and the Retention Task Force.

#### Withdrawal Exit Interview Questions

First Name

Last Name

KWU Cares

ID #

M/F

ST

YR

Hall

Transfer

Activity

Liked Best @ KWU

Main Reason for Leaving

Major

Race

Religion

Advisor

Campus Visit

### Freshmen Taking Stock Survey

For purposes of retention analysis, students are surveyed about their first year experience. Students in each section of the Wesleyan Experience INTD105 complete a 50-item survey (plus optional comments). Freshman students had the opportunity to rate each question on a scale of 1 to 4, with 4 = strongly agree, 3=agree, 2= disagree and 1=agree. There were two exceptions to this rating – **item 10** on the survey dealt with the percentage of books purchased and rated as follows : 4=100%, 3=51-75%, 2=26-50% and 1=0-25%. **Item 11** on the survey is about the number of hours spent studying and was rated as follows: 4=11+hours, 3=6-10 hours, 2=3-5 hours and 1=2 hours or less.

#### Freshman Survey - Taking Stock

|  |  |
| --- | --- |
| 1 | Last Name |
| 2 | First Name |

|  |  |
| --- | --- |
| 3 | KWU Student ID Number |
| 4 | Instructor's Name |

|  |  |
| --- | --- |
| 5 | Please rate the following statements by choosing the response that most applies to you. |
| 6 | I have been able to adjust to living on campus  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 7 | I feel at home at KWU.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 8 | I feel I am adjusting well to KWU academically.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 9 | KWU is meeting my expectations academically.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 10 | I have the books or required texts for the following percentage of my classes:  Unchecked100%  Unchecked51-75%  Unchecked26-50%  Unchecked0-25%  UncheckedN/A |

|  |  |
| --- | --- |
| 11 | The average amount I study per week is:  Unchecked11 hours or more  Unchecked6-10 hours  Unchecked3-5 hours  Unchecked2 hours or less  UncheckedN/A |
| 12 | I am satisfied with my class schedule.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 13 | I am engaged and interested in my daily activities.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 14 | My experiences with an extra-curricular activity have been positive.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 15 | My experiences with an extra-curricular activity have met my expectations.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 16 | I feel that I am a part of the KWU community.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 17 | I feel safe at KWU.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 18 | I am aware of all of the support services offered through the Student Success Center.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 19 | I am aware of all the resources available through Campus Ministries.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 20 | I know how Career Services can assist me in my freshman year.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 21 | I know the role of the K-Dub Hub.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 22 | I know the activities provided by Campus Intramurals.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 23 | My experiences with the Dining Hall have met my expectations.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 24 | My experiences in my Residence Hall have been positive.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 25 | My experiences in my Residence Hall have met my expectations.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 26 | So far this semester, I have been able to make friends with other students.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 27 | So far this semester, I have been able to connect with others who share common interests with me.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 28 | I feel I am adjusting to KWU socially.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 29 | KWU is meeting my expectations socially.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 30 | My experiences when I was choosing KWU are consistent with my experiences now.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 31 | I am confident I will succeed at KWU.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 32 | I am generally optimistic, even when things are difficult.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 33 | I feel that I cope with academic stress in a healthy way.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 34 | I am able to make a plan when a challenge arises.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 35 | When I fail at something, I work harder to succeed the next time.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 36 | I am able to ask for help when needed.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 37 | Financial obligations are interfering with my ability to focus on my academics.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 38 | College expenses are causing a strain on my family.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 39 | I often worry about paying for college.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 40 | I have concerns about my ability to pay for my college education through graduation.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 41 | My homesickness is affecting my ability to engage at KWU.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 42 | My concerns about my family make it difficult to be at KWU.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 43 | I feel like everyone is having an easier time adjusting to college.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 44 | It is hard being away from my home, family, significant other, and/or friends.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 45 | Family obligations are interfering with my ability to focus on my academics.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 46 | I am committed to completing my degree at KWU.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 47 | If I could do things over again, I would still choose to attend KWU.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 48 | I would recommend KWU as a place to go to school.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 49 | I intend to return to KWU next semester.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |
| 50 | I am confident that attending college was the best decision for me.  UncheckedStrongly Agree  UncheckedAgree  UncheckedDisagree  UncheckedStrongly Disagree  UncheckedN/A |

|  |  |
| --- | --- |
| 51 | Optional: Please provide any additional feedback or comments you would like to share about KWU: |

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1. Scores should be based on the SLO Table for the Liberal Studies Category. Not Competent: 1 (69% and below); Minimally Competent: 2 (70-79%); Competent: 3 (80-89%); Highly Competent: 4 (90-100%) [↑](#footnote-ref-1)
2. Scores should be based on the SLO Table for the Liberal Studies Category. Not Competent: 1 (69% and below); Minimally Competent: 2 (70-79%); Competent: 3 (80-89%); Highly Competent: 4 (90-100%) [↑](#footnote-ref-2)
3. Scores should be based on the SLO Table for the Liberal Studies Category. Not Competent: 1 (69% and below); Minimally Competent: 2 (70-79%); Competent: 3 (80-89%); Highly Competent: 4 (90-100%) [↑](#footnote-ref-3)
4. Scores should be based on the SLO Table for the Liberal Studies Category. Not Competent: 1 (69% and below); Minimally Competent: 2 (70-79%); Competent: 3 (80-89%); Highly Competent: 4 (90-100%) [↑](#footnote-ref-4)