

**Annual Program Assessment & Improvement Report**

**For Year Ending 2018**

**Due August 15**

**Submission Information (completed by Department Chair)**

Department Name:

Author Name:

Date Submitted:

 **Review Information**

Date Reviewed:

Reviewed by:

Status:

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**Instructions**Andrews University is committed to a culture of continuous improvement based on performance data and proactive planning. Information collected in this report should inform your mix of academic programming, curricular changes, and the future direction of your department.

This document serves as a template for all academic areas to use to submit their Annual Assessment Report. Departments will generally complete this form for the whole department, with specific data included for each degree-major offered within the department. Freestanding programs, and accredited programs that desire to do so, may fill out a report for that specific program. However, profitability data is only available at the department level. Explanations or instructions are provided for each section, with examples as needed. All reports are due August 15 of each year.

**The best way to use this document is NOT to complete it once per year. It should be used on an ongoing basis. In other words, the report should be reviewed, analyzed, and updated each semester. In this way, this is a living document that serves to assist with continuous improvement.**

Your report will be evaluated by the Dean and/or Associate Dean in your school, and by the Institutional Assessment Committee, among others, using standardized rubrics. A committee made up of faculty and administration shall be involved in the implementation of the Program Improvement and Prioritization recommendations. .

**Assessment Retreat Preparation** – If your school holds an assessment retreat, do not distribute this whole report. Instead, base your report on the first three questions of Part 3: Evaluation of the Assessment Data, under Academic Area Assessment Report, and on the Departmental Summary and Strategic Plan.

If you have questions related to process, or need assistance completing this form, please contact the Office of Institutional Effectiveness at ext. 3308 or assessment@andrews.edu, or your Assessment Committee representative.

# Profile

Provide a description of the department organization, individuals, programs, functions and services.

## Mission of Andrews University

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Additionally, the University has developed six broad learning outcomes to assess how students and programs meet the mission. Please note that while these broad learning outcomes have been developed with a focus on undergraduate education, this review process will help us better understand how these six outcomes map to graduate programs. The broad learning outcomes are:

#### Intellectual, Affective, and Practical Skills (with 8 foundational skills; Seek Knowledge)

1. Intentional Exploration with Interdisciplinary Connections (Seek Knowledge)
2. Specialized Knowledge (Seek Knowledge)
3. Faith Development and Integration (Affirm Faith)
4. Civic and Global Learning (Change the World)
5. Applied and Innovative Learning (Change the World)

## Our Mission

Provide the department and/or program mission statement(s). A good mission statement is a clear, concise statement outlining the ultimate principles that guide the work of the department and/or program, how the department and/or program is unique, who it serves, in what ways and with what results.

Using the table below, briefly show how the department already addresses the broad outcomes.

|  |  |
| --- | --- |
| University Outcomes | Representative Program Learning Outcomes |
| **(IS) Intellectual, Affective, and Practical Skills (with 8 foundational skills; Seek Knowledge):*** information literacy
* academic reading skills
* quantitative literacy
* engaging diverse perspectives
* ethical reasoning
* analytical inquiry
* communication (written, spoken, visual)
* holistic wellness and life skills
 |  |
| **(EC) Intentional Exploration with Interdisciplinary Connections (Seek Knowledge)**: Students will engage with contemporary and enduring questions through study in the core fields and explore connections between those fields and the disciplinary program. |  |
| **(SK) Specialized Knowledge (Seek Knowledge)**: Students will demonstrate competence in applying the concepts, knowledge, and skills of their chosen program. |  |
| **(FI) Faith Development and Integration (Affirm Faith)**: Students will interpret life, learning, and civic responsibility through the lens of a Seventh-day Adventist Christian perspective and will articulate how that worldview, their own worldview, and other worldviews inform daily life in the context of their chosen profession. |  |
| **(CG) Civic and Global Learning (Change the World)**: Students will recognize their responsibility to their local and global communities, and will, through active service, meet human needs following the example of Christ. Students will gain perspective through intentional exposure to and interaction with diverse perspectives. |  |
| **(AL) Applied and Innovative Learning (Change the World)**: Students will demonstrate applied and innovative skills crucial to their chosen profession as they make a meaningful contribution to discipline, institution, community, society, environment, or other aspects of the world. |  |

# Program Demand and Effectiveness

Describe the state of demand for the program, and the degree to which the program serves its external stakeholders (church, profession, community).

Total Fall Enrollment:

Provide the numbers of total fall enrollment for the past five years for each degree-major combination. If a program is also offered online or off-campus, please list these in separate rows. If the program’s enrollment is greater in summer than in fall, please use the summer numbers, and label the columns accordingly. (Add rows as needed.) Enrollment data is available at <https://www.andrews.edu/services/effectiveness/effectiveness/data/>.

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| --- | --- | --- | --- | --- | --- |
| Academic Degree & Major | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
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### Average Class Size:

Provide the average lecture class size (include the following course types: lecture, lecture/lab, workshops, and seminars), obtained from the Andrews Financial Contribution Margin, Department Class Size Trends tab, at <https://www.andrews.edu/services/effectiveness/effectiveness/data/>.

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| --- | --- | --- | --- | --- | --- |
| Course Level | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
| Developmental |  |  |  |  |  |
| 100-200 level |  |  |  |  |  |
| 300-400 level |  |  |  |  |  |
| 500 & up |  |  |  |  |  |

Number of Graduates:

Provide the total number of graduates for each degree-major combination, over the past five years, at <https://www.andrews.edu/services/effectiveness/effectiveness/data/>. Data is organized by degree and by major, and include major names from previous bulletins. Listings by department are not available at this time. See separate files for main campus, distance, US Extensions and International Off-Campus. (Add rows as needed.)

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| --- | --- | --- | --- | --- | --- |
| Academic Degree & Major | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
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Placement of Graduates:

Describe the degree to which your graduates are employed in the field, or gain entrance into graduate school, after graduation. Data from the First Destination Survey will be sent to departments by mid-summer from the Office of Institutional Effectiveness.

# Human Resources

1. What is the number of personnel (faculty and staff) employed in the department?
2. Based on total fall enrollment and faculty FTE (calculated as full time + 1/3(part time)), what is the student to faculty ratio in the department?
3. How many full-time qualified faculty are available to support each specific major and concentration offered by your department? (Refer to [policy 2:149](https://bulletin.andrews.edu/content.php?catoid=9&navoid=1705#professional-qualifications) on faculty qualifications)

# Academic Area Assessment Report

Part 1 represents the rubric/criteria on which your assessment plan will be evaluated.

Part 2 is the Assessment Plan and Results Summary.

Part 3 is your Evaluation of the Assessment Data.

## Part 1: Assessment Plan Criteria

The Assessment Plan must address all three components of the University’s Mission: 1) Seek Knowledge, 2) Affirm Faith, 3) Change the World.

##

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Criteria |  | Doesn’t Meet1 | Partially Meets2 | Meets3 |
| ProgramLearning Outcome | 1 | Each program has measurable program learning outcomes. |  | Outcomes are stated but none are written in measurable terms. | Outcomes are present, but only some are stated in measurable terms. | Outcomes in all programs are consistently stated in measurable terms. |
| 2 | Each program has a manageable number of outcomes that are consistent with professional accreditation standards if applicable. |  | The program has too few or too many outcomes. |  | Program has appropriate amount of outcomes. |
|  |  |  |  |  |  |  |
| Plan and Results Summary | 3 | Each outcome includes a key assessment. |  | Key assessments are not stated for the outcomes. | Key assessments are stated for some outcomes. | Key assessment is stated for each outcome. |
| 4 | Each key assessment is connected to a course outcome/objective. |  | No key assessments are connected to a course outcome/objective  | Some key assessments are connected to a course outcome/objective  | All key assessments are connected to a course outcome/objective  |
| 5 | Each outcome has a key assessment that is explained. |  | Key assessment(s) are not explained for the stated outcomes. | Key assessment(s) appear to support the stated outcomes but little or no supporting evidence is given to support the method. | Key assessment(s) are explained for the stated outcomes. |
| 6 | Assessment tools for each key assessment are embedded. |  | Copies of assessment tools are not included. | Copies of assessment tools are included but quality needs to be addressed. OR Assessment tools do not exist for each key assessment. | Copies of assessment tools are included and are of appropriate quality for each key assessment. |
| 7 | The program specifies an achievement goal (target value/benchmark) for each key assessment. |  | No target levels of achievement are specified for key assessments. | A target level of achievement is specified for some key assessments. | A target level of achievement is specified for each key assessments. |
|  |  |  |  |  |  |  |
| Assessment Results | 8 | A summary of assessment data is included. |  | Results do not include a data summary. | Results include a partial data summary. | Results include a data summary. |
| 9 | Analysis and action plans are reported clearly for each key assessment and are interpreted appropriately. |  | No analysis is reported | Analysis is reported for some key assessments or findings lack clarity or appropriate interpretations. | Analysis is reported for key assessments and those findings are clearly stated with appropriate interpretations. |
|  |  |  |  |  |  |  |
| Closing the Loop | 10 | Changes or improvements to be made are clearly tied to results stated, assessment methods used, or target levels of achievement stated. |  | Changes or improvements to be made are not included. | Changes or improvements to be made lack specificity and/or are not aligned with the findings. | Changes or improvements to be made are specific and aligned with the findings. |

## Part 2: Assessment Plan and Results Summary

Provide an overview of the assessment plan and data for the department as a whole, and each program/major within the department. Describe how the different program (degree/major) options are similar and/or different in their program outcomes and major assessments.

Please use the following terms within the academic programs:

* **Program Learning Outcomes (PLO) --** Specific statements that articulate the knowledge, skills, attitudes, and abilities students should gain or improve through engagement in the academic program or learning experience. Program learning outcomes are typically measured within key courses, and the assessment approach may look at the results of learning in a graduated manner that documents the appropriate level of proficiency, for a particular learning outcome, at different stages of the student’s learning experience.
* **Course Outcome (CO) –** Specific and measurable statements used in a way that specify what the student is expected to know, do, and believe when they complete the course.
* **Target Value or Benchmark** – Specific levels of achievement on the measurements needed for students to have learning success.

Note: For your reference, previous assessment reports from WEAVE are available in the file folder for CAS departments at [file://file4/3170$/CAS%20Assessment/](file://file4/3170%24/CAS%20Assessment/) (or \\File4\3170$\CAS Assessment), and for SHP departments at [file://file4/3170$/SHP%20Assessment/](file://file4/3170%24/SHP%20Assessment/) (or \\File4\3170$\SHP Assessment).

**Chart Description and Instructions:**

**PLO:** Write the Program Learning Outcome here, that you teach and measure in your course. Record related course outcomes in the table below.

|  |  |  |
| --- | --- | --- |
|  | Assessment Plan | Assessment Results |
| Course Outcome | Key AssessmentDescription  | Where and when the key assessment occurs | Assessment Tool embedded below  | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
| This is where you will enter the related Course Outcome or objective | This is where you identify and describe the key assessment. | This is where you put the course prefix and number, and timing in the program sequence | This is where you embed your assessment tool into the document. (Copy and Paste Special as Object) | This is where you identify the target for students to reach on the key assessment. Include results from last time course was assessed. | This is where you note current results and explain deviations from the benchmark. How did previous action plan impact the results from the last time course was assessed? | This is where you outline changes you will implement to achieve or maintain the target value/benchmark.  |

 (Example) **PLO 1: All students will demonstrate critical thinking.**

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| --- | --- | --- |
|  | Assessment Plan | Assessment Results |
| Course Outcome | Key AssessmentDescription  | Where and when the key assessment occurs | Assessment Tool embedded below  | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
| Students will be aware of and articulate ethics of the profession | Reflection Paper -- Paper will discuss best practices as it pertains to your profession of choice. This paper encourages students to research and describe the ethics of the profession.  | ABC 101 |  | 90% will achieve Level 285% achieved Level 2 in FALL2017 | Fall 2013 Section A – 70% Level 2Section B – 95% Level 2Section A was taught by a first-time adjunct, which could account for the difference | The refinements to the assessment rubric that we made since the course was last offered made a difference. We need to better communicate the learning outcome and assessment method to our adjunct instructors. |

Fill out one chart per program learning outcome. Add rows as needed for additional course outcomes. Copy and paste the blank chart as many times as needed. **Do this for each major within your department**. Put any additional data tables or charts in an appendix.

**Major:**

**PLO 1:**

|  |  |  |
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|  | Assessment Plan | Assessment Results |
| Course Outcome | Key AssessmentDescription  | Where and when the key assessment occurs | Assessment Tool embedded below  | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
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**PLO 2:**

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| --- | --- | --- |
|  | Assessment Plan | Assessment Results |
| Course Outcome | Key AssessmentDescription  | Where and when the key assessment occurs | Assessment Tool embedded below  | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
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**PLO 3:**

|  |  |  |
| --- | --- | --- |
|  | Assessment Plan | Assessment Results |
| Course Outcome | Key AssessmentDescription  | Where and when the key assessment occurs | Assessment Tool embedded below  | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
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### Other Student Accomplishments

Describe any important student accomplishments or contributions to the field, not covered above. This may include research, performances, presentations, works of art, etc.

### Student and Employer Satisfaction

Describe insights gained from student surveys (senior survey or other exit surveys) and employer surveys (if available).

## Part 3: Evaluation of the Assessment Data

Evaluation: Review all assessment data and evaluate the program with regard to Seek Knowledge, Affirm Faith, and Change the World. This section needs to address the main questions of, what is working, what is not working, and what are you changing due to the data. Review all assessment data and evaluate each program using the following questions. (Copy and paste the questions as needed.)

1. Based on the assessment data above and on course evaluation data, what are the strengths of this program? If applicable, how does the assessment data help the department and/or program in meeting professional, state and/or institutional standards?
2. What evidence-based changes were made last year, and how have these changes impacted student learning and student success?
3. Based on the assessment data above and on course evaluation data, what areas need attention? What changes or improvements will you make to your program, program outcomes, or courses?
4. Describe any threats that may negatively impact the program in the coming years, and the changes and resources necessary to mitigate them?

*Note: If requested, your artifacts (raw data) must be available. List the people responsible for keeping your assessment data and where it is located. It is a good idea to copy and paste the file path and file name for future reference*.

# Profitability Analysis

Using the table below, provide numbers for the whole department over the past five fiscal years for the following metrics:

* 1. Costs associated with delivering the program(s) (faculty compensation + department costs)
	2. Credits generated in the department, in the form of Student Bill Hours, and percent of credits generated from general education
	3. Revenues (tuition and fees) and other resources (grant and fundraised dollars) generated by the program or department.
	4. Contribution Margin, in dollars
	5. Contribution Margin Percent

Data from BKD will be available the end of July, via a link at <https://www.andrews.edu/services/effectiveness/effectiveness/data/>. (You will be informed by email when it is ready.)

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| --- | --- | --- | --- | --- | --- |
|  | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Costs (Teaching & Department) |  |  |  |  |  |
| Student Bill Hours |  |  |  |  |  |
| New Tuition Revenue |  |  |  |  |  |
| Contribution Margin |  |  |  |  |  |
| Contribution Margin Percent |  |  |  |  |  |

Profitability Analysis (Limit responses to 500 words per question)

1. How has department efficiency improved, or declined within the past year, five-years?
2. What attempts were made to increase revenue, reduce complexity, and improve effectiveness within the past year? Explain the outcomes if applicable.
3. What would it take to make the program or department exemplary? (Explain and provide a budget analysis.)
4. What functions within the program or department could be automated, performed by an outside contractor, consolidated, or eliminated, to reduce costs? What resources or technology would be needed to improve efficiencies? Provide an analysis of the budget impact of these changes.

# Departmental Summary and Strategic Plan

This section should be limited to 1,000 words.

1. Considering assessment, effectiveness and profitability data, provide a narrative summary of departmental performance for the year. Highlight key initiatives or metrics that show improvements in service or operations. Also include any ways that your department has collaborated with other departments/programs to increase synergy and improve institutional effectiveness. Summarize the opportunities and challenges for your department.
2. What should be the future direction of your department in the next year, three years, and five years? Provide one to four broad strategic goals, and the objectives and action steps for achieving these goals, as illustrated in the table below. Create a separate table for each Strategic Goal.

**Chart Instructions and Examples:**

|  |  |
| --- | --- |
| **Strategic Goal:** | Describe the broad, overarching goal you have for your department or program to achieve during the next year or over a longer term. *Example: Increase overall Program enrollment by 15% within the next 5 years.* |
| **Objectives:** For each strategic goal, create 2-4 SMART (Specific, Measurable, Attainable, Realistic, Timely) objectives to achieve your goal. | **Action Steps:** List your primary tactics to achieve your goals. | **Accountability**: Identify who will be accountable for the action item. | **Due Date:** Estimated completion of the task | **Status:** at the time of review |
| **Sample Objective 1: Increase visibility of program to prospective students attending non-Adventist high schools by 30% within the next 5 years.** | Identify Adventist churches in the Lake Union with memberships over 250 active attendees who have youth programs targeting ages 15 – 21. | John Doe | June 2018 | Worked with IMC; Identified 35 churches in the Lake Union that met demographic criteria.  |
| Map and create targeting strategy | John Doe & Dr. Jane Smith | June 2018 | Collaborated with department chairs to develop project budget, marketing materials, schedule, etc. |
| Create “Road Show” presentation | Dr. Jane Smith | July 2018 | Created presentation theme; working with IMC to develop ppt.  |
| Conduct 7 road shows annually during 2018-2023 academic years | Dr. Jane Smith & Dr. Tom Jones | June 2023 | 3 confirmed dates |
| **Sample Objective 2: Decrease disenrollment of Sophomores & Juniors in major by 20% by 2020.** | Identify high-risk students  | Dept. Chair | August 2018 | Categorize high-risk as students receiving a C- or below.  |
| Conduct root-cause analysis; create & conduct a student needs assessment | Dept. Chair | October 2018 | Developing data-collection tools.  |
| Create retention strategy with faculty. Primary question: how do we support struggling students who get discouraged and want to quit the program? | Dept Chair | December 2018 | Conducted preliminary meeting with faculty. Discussed possible stop-gap strategies, i.e. tutoring program. Meeting with faculty scheduled Sept 2018 to review data and create recommendations and action plan. |

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| **Strategic Goal 1:** |  |
| **Objectives** | **Action Steps** | **Accountability** | **Due Date** | **Status at the time of review** |
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| **Strategic Goal 2:** |  |
| **Objectives** | **Action Steps** | **Accountability** | **Due Date** | **Status at the time of review** |
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Please submit your report in the following manner:

* Architecture: email the report to assessment@andrews.edu
* CAS: [file://file4/3170$/CAS%20Assessment/](file://file4/3170%24/CAS%20Assessment/) (or \\File4\3170$\CAS Assessment)
* School of Business: email the reports to their Dean, with copy to assessment@andrews.edu.
* SED: [file://file4/3170$/SED%20Assessment/](file://file4/3170%24/SED%20Assessment/) (or \\File4\3170$\SED Assessment) (available mid-summer)
* Seminary: [file://file4/3170$/Seminary%20Assessment/](file://file4/3170%24/Seminary%20Assessment/) (or \\File4\3170$\Seminary Assessment)
* SHP: [file://file4/3170$/SHP%20Assessment/](file://file4/3170%24/SHP%20Assessment/) (or \\File4\3170$\SHP Assessment)