ASSURANCE OF STUDENT LEARNING (ASL) REVIWERE GUIDELINES

GETTING STARTED
1. To access the Nuventive Improve platform:
   - Enter the following URL into your Internet web browser (recommended browsers include Firefox and Google Chrome: Safari is not recommended):
   - https://wcutracdat.passhe.edu/tracdat/
   - Access through the WCU website: Home > Teaching, Learning and Assessment Center >

2. Log in using your username and password.
   - Username = 75 + WCU username sans @wcupa.edu
   - For example, if Tom Petty were WCU faculty, his username would be 75tpetty.
   - Password = current WCU password (this will automatically update as you update your WCU password)
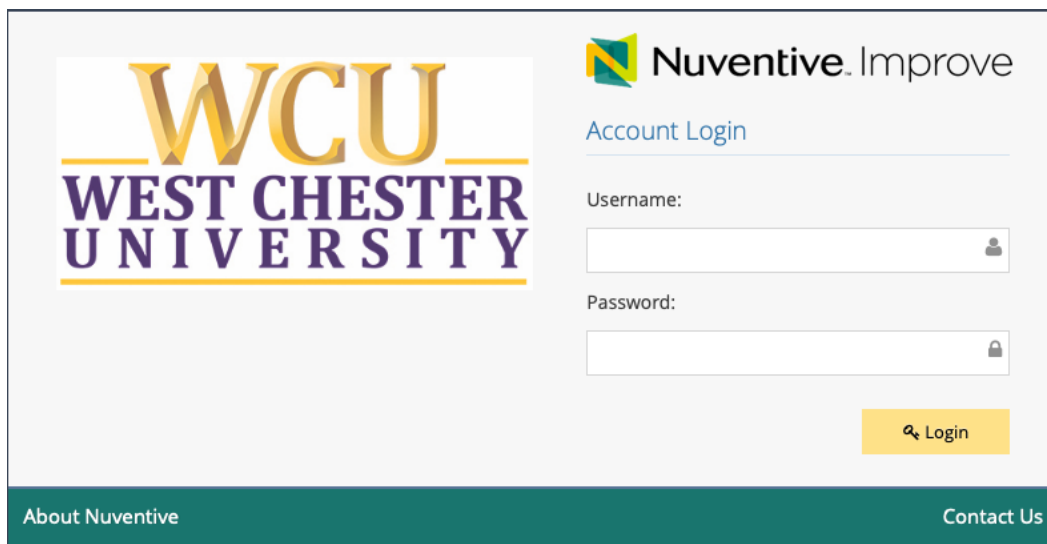
3. From the main drop-down menu at the top-middle of the screen, under *Assessment Units*, select your program or unit (e.g., CSM Learning Outcomes Computer Science BS or CAH Program Goals History BA).
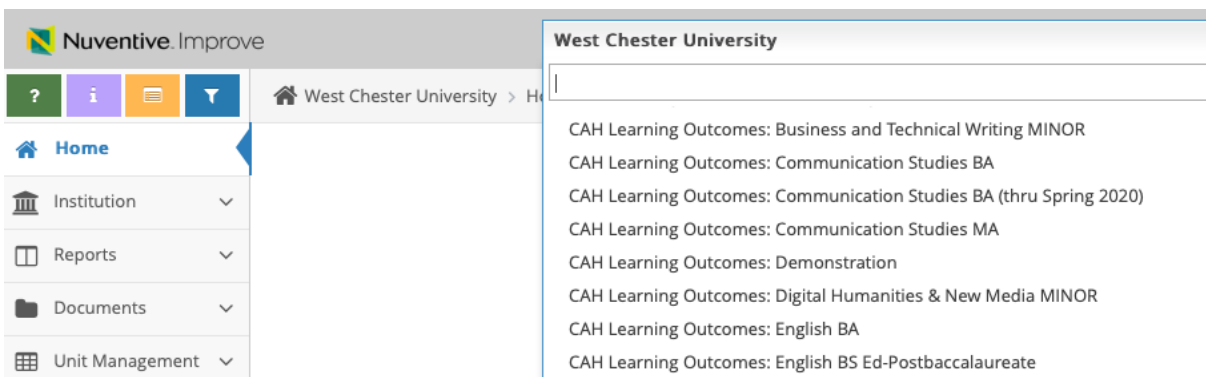
   - If you do not see the required assessment unit in your drop-down menu, contact the TLAC Assessment Faculty Associate at SLASSESSMENT@wcupa.edu

RUNNING THE FOUR-COLUMN REPORT
1. To run reports, select and expand *Reports* from the menu bar on the left. Select *Standard Reports*.

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- The *Assessment Unit Four Column Report* is the most common report, and is the report used by the UAAC when evaluating department/program assessment plans.
- Once *Assessment Unit Four Column Report* is selected, you have a number of options regarding layout, filters and other preferences. Any layout is fine for review purposes.
- Select the appropriate reporting period. (If you are reviewing in November or December 2020, the reporting period under review is the *previous academic year*, 2019-2020.)

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- After selecting the reporting period, select the Open Report icon in the top, right corner of the screen. You may need to "Allow Pop-up Blockers" in your system preferences.
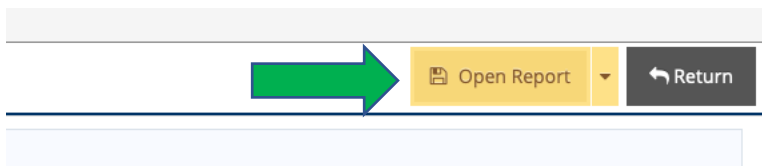
2. Assessment Unit Four-Column Report
   - The 1ˢᵗ section of the report provides the program or department's
     a. Mission Statement,
     b. Student Learning Assessment Narrative, and
     c. Student Learning Outcome Rotation Schedule.
   - The 2ⁿᵈ section of the report provides assessment data for the selected reporting period.
   - Reports vary in length depending on the number of student learning outcomes and length of results and action data.

Rotation Schedule 2019-2026: URC 1: 2019-2020; 2022-2023; 2025-2026; URC 2: 2020-2021; 2023-2024; URC 3: 2021-2022; 2024-2025; URC 4: 2019-2020; 2022-2023; 2025-2026; URC 5: 2020-2021; 2023-2024.

Outcomes	Assessment Methods	Results	Actions
URC 1: Public Governance - Students will lead and manage in public governance by demonstrating an ability to appraise the organizational environment, both internal and external as well as the culture, politics, and institutional setting. **Outcome Status:** Active: Assessing **Outcome Type:** Learning Column 1	Student performance on Post-Instructional Portfolio Assignment for required courses. **Criterion:** More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome Sch Column 2 ative	**Reporting Period:** 2019-2020 **Result Type:** Criterion Met URC 1 Component 1 Learnig Outcome A: On average, 82% of students scored a 3 or better using a rubric with a four-point scale on student artifacts collected throughout the year. Students are exceeding the goal in this area; however, the majority of students (68%) that met the goal scored a 3 (proficient). This suggests that while students are demonstrating a basic understanding of classic theories of organization r contemporary organizationa Column 3 in a public administratio e of students	**Actions:** While our students are exceeding goals in this area generally, faculty would like to see an improved distribution of rubric scores, i.e., more 4/exemplary scores. Faculty agree that while the classics of organization theory should remain a core component of the curriculum, more instruction and opportunity for student application should be dev nd eme Column 4 ization and blic

EVALUATING THE ASSESSMENT DATA

1. The WCU ASL Review evaluates program assessment data according to the approved, 4-point institutional ASL Rubric, which includes the following components:
   - Student Centered Learning Outcomes (Column 1)
   - Curriculum Map (not included in Four-Column Report. Access within assessment unit.)
   - Assessment Measures (Column 2)
   - Rationale for Measure (Column 2)
   - Criteria for Success (Column 2)
   - Results (Column 3)
   - Action Plans (Column 4)

2. The WCU ASL runs according to a 3-year cycle where Results and Actions are scored in Years 1 and 2 and the full rubric (all 7 components) are scored in Year 3.

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3. For years 1 and 2, reviewers should evaluate and score Results (Column 3) and Actions (Column 4) according to the rubric. It is necessary to refer to the Student Learning Outcome Rotation Schedule provided in the 1st section of the report to determine if current results and actions are provided for all outcomes and measures as indicated in the rotation schedule.

4. Reviewers should evaluate and score all rubric components in Year 3, using the same steps from above to access the Assessment Unit Four-Column Report. Additionally, reviewers will have to access the program's curriculum map.
   - To access the program's curriculum map, follow the previous instructions under GETTING STARTED.
   - Once you have accessed the unit, select and expand the *Mapping* option from the menu on the left. Select Curriculum Mapping.
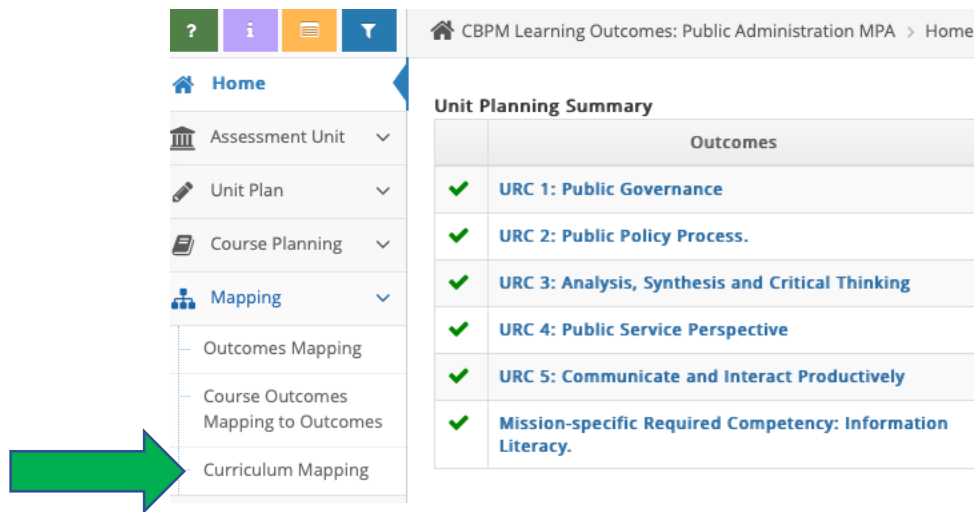
   - Once the map is open, reviewers will see a table with the program learning outcomes listed on the left, or y-axis, and the relevant course titles are provided horizontally across the top, or x-axis.
   - A check mark indicates the course is included in the assessment process of a particular outcome.
   - An upper-case A, B or C indicates whether the outcome is introduced (A), practiced (B) and/or Assessed (C).
   - Score the map according to the rubric.